CHAPTER I

INTRODUCTION

1.1 The Background of the Study

English was as an International Language used as a tool for communication in daily life and in academic activities. In Indonesia, English as a foreign language was formally taught in schools from Junior high school until University. It had become an obligatory subject and as one of the subjects examined in the National Examination. Furthermore there were so many elements in English that had to be mastered by students because without vocabulary we could not understand each other‟s and we could not express opinion, feeling and ideas.

On the other hand, teaching vocabulary was very hard, because the teachers had to choose an appropriate ways in other to make the learning process effectively. So, the students enjoyed and relaxed learning Vocabulary and they could master it. There were many factors that made the students difficult in mastering vocabulary. Allen (1999:219) stated that lack of interest, self confidence, motivation, teacher and environment are factors that hamper student to master English vocabulary.

A vocabulary also know as a word stock is a set of familiar words within a person‟s language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Vocabulary is also one of the things that is difficult to understand because every words has a

different meaning and depends on the situation, object and Subject. Many students are week in used of English speaking because their vocabulary is low or weak.

Based on the Pre-observing that was done in Senior High School Swasta Nusantara Tigalingga in class X, the research found 3 Problems ; 1) The students could not understand the meaning and did not know how to write the word, because the students were lazy to memorize the meaning of the words, the students just saw the words on dictionary without memorizing their meaning and without giving attention about the written form. 2) The students could not Pronounce the words well, because the students just read the words based on its writing, they did not observe the way to pronounce the words. 3) The teacher still used a Traditional method in teaching English, in this problem the teachers just gave list Vocabulary, which made the students did not interest and feel bored in learning process.

By those conditions, the researcher assumed that the teaching of English must be really improved with some practical and easy ways. The teacher had to chose an appropriate method in teaching vocabulary, because it was not easy to teach English especially vocabulary without using suitable method. Teaching vocabulary was like teaching other social science, which needed suitable technique or was Show and Tell Method (S&T). The method used by the teacher could influence the success or failure in language learning.

Show and Tell method is the process of showing an audience and telling them about it. Usually, students are allowed to bring something that they live from home and they will explain and share to their friends about something that they

bring. In this Show and Tell method. student‟s vocabulary may be increased because this method is easy to understand and learn.

According to Dailey (1997:224) Stated that Show and Tell (S&T) is most often directed by the teacher as she or he uses language to ask question about the item, extend the students thought, signal translation, and control the time frame of Show and Tell method. Show and Tell (S&T) method is a good and new method for helping the teaching and learning process, it can improve student‟s intelligence in vocabulary by translating the materials.

According to Musfiroh (2011:131)that Show and Tell (S&T) is the activity of showing an audience something and explain or describe about. Based on the explanation above, the Researcher tried to conduct an Experimental research entitled " The Effect of Show and Tell Method in Learning Vocabulary at the Second Year Students.

Show and Tell is used for three purpose at once, namely to develop speaking skill, to promote the tools or goods they carry, and to encourage a love of books. Among elementary school to Senior high school educators, Show and Tell educative is a method that is quite popular.

Why the writer interest in this title on study? because The writer interested of method and will apply at a school far from urban areas which is still weak and low in English vocabulary and language. When the writer was PPL in this school the writer could see the judge the vocabulary or English speaking of the students in this school was very low and weak, maybe because the school is far from urban areas and still remote and when the writer read some text in

English language the students difficult to receive and translate of text because they lazy to memorize the unfamiliar words that the students heard or read on the text book and also the students may have low motivation to study English learning because the students though English was difficult so, as the writer purpose of doing this method the writer wanted to know what the effect after the writer using this method(S&T) on students in the school, and could this method improve right the student"s vocabulary.

The last what the writer reason chose this title as the study material because the writer want to try this method in Junior High School, and the writer want to know whether this method can help the students in learning vocabulary and speaking English quickly and easily to understood by the students.

1.1.1 Preliminary Research

Based on writer"s observation Senior high school, the writer found problem on student"s test. **Table 1.1 The Student's Score**

No	Initial Name of Students	KKM	Score
1.	HS	**75**	10
2.	JP	**75**	30
3.	AN	**75**	75
4.	SS	**75**	20
5.	EB	**75**	40
6.	PM	**75**	30

7.	PK	**75**	60
8.	JS	**75**	45
9.	JJ	**75**	20
10.	JS	**75**	30
11.	LL	**75**	85
12.	EK	**75**	40
13.	DB	**75**	20
14.	TP	**75**	10
15.	IY	**75**	10
16.	LS	**75**	80
17.	RR	**75**	30
	TOTAL		∑=635
	MEAN		X=37,3

Based on the data above, it is found that from 17 students there are only 3 students that could pass KKM and 14 students still get score below KKM. The score of passing grade (KKM) is 75.

From the data, the researcher found that the total score of students was 635 in which the number of the students who took the test was 17 students, so, the mean for the student"s score will:

$\overline{}$ 　　　　　　　Note : X= Mean

$= \overline{}$ 　　　　　　$\sum x$= The number of student"s score

$= 37.3$ 　　　　　　　N = The number of students

From the Explanation above, the writer conclude that the students have problem in speaking English, because in this case the writer needs to use new strategy to increase the knowledge in speaking and make them not bored and in order to the students can produce good speaking specially in Test vocabulary using speaking skill . For students of Senior High School, studying by them self is something boring, they need to share with their friends, and then, the students that have higher ability can share to the students that have lower ability. To solve the problem above, the researcher chooses the "Show and Tell method" For learning Vocabulary using speaking skill.

Show and tell method can help the student to solve their bored, because they can join with their others friends in their group, and also can share with their other groups. Show and tell method will make the student enjoy to study, because they will work in group and then will discuss with the other groups to share their result of discuss and then compare with the other group result. This method also will make all students active in study because every member has duties.

Based on the explanation above, Show and tell method can overcome the problems. The researcher is interested in applying this method so, the research will conduct the research entitled "The Effect of Show and tell method in learning vocabulary at second year students for X grade Senior High School".

1.2 The Problem of the Study

Based on the Background above, the Researcher would like to formulate the research question as follow : " Does the use of Show and Tell (S&T) Method improve students vocabulary of the second year students of Senior High School ?

1.3 The Objective of the Study

Based on the research problem above, the written aims is to find out the Effect of the students vocabulary after using Show and Tell (S&T) method of the second year students of "Senior High School.

1.4 The Scope of the Study

This study is limited and focused on the Effect of Show and Tell (S&T) Method in teaching vocabulary. In vocabulary just focused on noun such as Fruits, Foods, Drinks, Animals and the students favorite things. This study will take place at the second Year Students Of "Senior High School".

1.5 The Significance of the Study

1. **Theoritically**

This study was hopeful to be able contribute and provide empirical evidence to support the effectiveness of using Show and Tell (S&T) method in teaching and learning process, especially to vocabulary teaching.

2. **Practically**

Firstly, the teacher could use the material easier and the teacher would have a new method to teach vocabulary trough Show and Tell (S&T) Method. In addition, the teacher could make this method to be an interesting method in other the students easy to understand in learning English vocabulary.

Secondly, the students could enjoy and understand easily the learning process and to be bored when the teacher gave the material. The last for researcher, this research is expected to be a reference for other researcher and gave the sources on information.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoritical Framework

There were many researches which had been conducted relating to teaching vocabulary :

Anwar (2013:24), in this research entitled "Keefektifan penggunaan teknik Role-play and Show and Tell method dalam pembelajaran keterampilan berbicara siswa SD kelas 5" found that the of Role-play and Show and Tell method, was effective to improve the speaking skills. The results of the research showed that : there was difference of effectiveness using Role-play and Show and Tell (S&T) method , and lecturing in the speaking skills learning of grade 5 students of SD Budi Mulia Duo Yogyakarta indicated by F=12.811 and p<0,05.

Wulandari (2014:66), in this research entitled "Meningkatkan rasa percaya diri anak usia dini melalui metode Show and Tell". The result of her research indicates the self confidence of the students in group A PAUD Miana V increased after implementing the Show and Tell method. It can make the students self confidence improve when learning English and also children were more audacious and more regular to tell a story the teacher or their friends, trhey can do their task by themselves.

for the next researcher, it's expected to analyze farther other strategy or other learning method that can be used in increasing self confidence of the children. The differences between the research above and this research is the research above has done at childhood level, while researcher will conduct research

at the second grade Junior High School students. From of the findings above there were significance improvement from students speaking ability, both of findings discussed about speaking while in this research will only focused on vocabulary mastery.

Nasrudin (2005:102), in this research "Penggunaan metode Show and Tell untuk meningkatkan keterampilan berbicara pada mata pelajaran bahasa Indonesia di kelas V SD "This Research was same with the Nasrudin thesis, it will the Effect of Show and Tell Method in teaching speaking. Nasrudin research focused on speaking ability but in this research focused on vocabulary mastery.

2.2 The Four basic Language Skill

One definition of language is a system of symbols that permit people to communicate or interact. These symbols can include vocal and written forms, gestures, and body language. Another way to describe language is in terms of the four basic language skills: listening, speaking, reading, and writing. In your teaching, you will need to address each of these skills. And, whenever possible, you should utilize activities that integrate all four skills since each reinforces the other. People generally learn these four skills in the following order :

1. **Listening** : When people are learning a new language they first hear it spoken.

2. **Speaking** : Eventually, they try to repeat what they hear.

3. **Reading** : Later, they see the spoken language depicted symbolically in print.

4. **Writing** : Finally, they reproduce these symbols on paper.

2.3 Teaching and Learning vocabulary

Teaching and Learning vocabulary is not a simple way. The teacher‟s ability to recognize the students competence and characteristics is needed.

2.3.1 Teaching vocabulary

Teaching English vocabulary to children is not the same to the adult, so the material tough to the students should be suitable with their level of ages. Steven stahl (2005) points out that teaching narrowly the act of instructing in an educational instruction, instructing broadly the act of providing activities materials and guidance that facilitate learning in either or non-formal.

2.3.2 Learning vocabulary

Learning vocabulary is very important for people who learn English both as foreign language acquisition and as second language Tozcu and Coady (2004:473)The Impact of vocabulary on proficiency in second language.

Allen (1999:245) classified the technique learning vocabulary as follows :

1. In the beginner class

    The teachers present the meaning of vocabulary through picture, real object, explanation and definition in simple English by using the words that students already know.

2. Vocabulary in intermediate class

    To show the meaning of new words, the teacher explain by using sentence in English picture can also be used at intermediate level in several helpful ways.

3. Principle in teaching and learning vocabulary

According to Allen (1999:245), there are two major aims advanced classes. The first to prepare the students to the kinds of English used by native speaker, and the Second, help to students become independent on their own learning. Therefore, in explaining the unfamiliar words, the teacher don"t merely simplify the sentence they use but they are sometimes required more sophisticated sentences construction as usually used by the native speakers of English. Later on, the students develop their vocabulary by using various ways based on their preference.

2.4 Teaching Vocabulary using Speaking Skill

Definitional component of reading skill which is stated by Perfetti (2001) is an individual"s standing on some reading assessment. From the assessment result, the researcher will indicate and categorize the students into some categories. It will guide the researcher to decide what the researcher should do to them.

The skill of speaking is used by the reader to anticipate text information, selecting key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to the reader goals. Every reader has their own way of reading to do that which is appropriate with them. The teacher should give some skills to the students to make them comprehend text easily. Using the skills, the students may increase the pleasure and effectiveness of speaking activity.

In academic field, reading aims at some things new to learn. Learning will be successful when there is a change in mind by knowing something from

unknown. After knowing something, students have to understand the thing so that they can apply the knowledge in a real life or at least they can pass their school exam. To gain this successful process, the students should have a skill to bring them into a good comprehension in speak a word.

The Speaking skills also can increase pleasure and effectiveness of speaking activity. When the students master skills of speaking, they can be helped in all other subjects and in the personal and professional lives. However, being a skilled spaker is not a simple effort. They have to struggle and do any activity gradually any time to produce a good speaker to be a good concept maker from the information gained from the word speaking.

2.5 Steps in Learning Vocabulary

There are five essential steps in vocabulary learning (Brown and Payne in Hatch and Brown, 1995:373-390):

1. Encountering New Words

The first essential step in vocabulary learning is encountering new words. Thus, the students need to have sources to find new words. There are many sources to find new words such as books, television, radio, newspaper and magazines. The students strategies here included "learning new words by reading books," "listening to TV and radio," and reading newspaper and magazines" (Payne in Hatch and Brown, 1995:373). Therefore, reading book is not the only way to encounter new words. The students can find new words by watching television, reading newspaper or magazines and also listening to the radio.

2. Getting the Word Form

Getting the word form here means getting a clear image, either visual or auditory or both of the form of vocabulary item. The importance of having clear image of the "form" of a word becomes apparent when the students think about what happens when they try to retrieve words. The importance of getting the form of the words also appears when learners are asked to give definition for words (Hatch and Brown, 1995:378).

3. Getting the Word Meaning

The third essential step in vocabulary learning is getting the word meaning. There are several ways to get the meaning of words. The common way of getting the word meaning is by using dictionary. Another way of getting definition is by having a bilingual friend or teacher explain. The popular way for learner to get the meaning of words is through context. Learners guess the meaning of words from the situation, discourse, and/or context in which they are used, and from the structure of the words themselves. (Hatch and Brown, 1995:384).

4. Consolidating Word Form and Meaning in Memory

In this step, the learners need to consolidate the word form and meaning in their memory. To strengthen the form-meaning connection, the teacher can used many kinds of vocabulary learning drills such as flashcards, matching exercises, crossword puzzles, etc.

5. Using the Words

The last essential step in vocabulary learning is using the words. By using the words, the students will have chance to memorize the word and its meaning deeply on their mind after they learn it. (Hatch and Brown, 1995:390).

2.6 The concept of vocabulary

In this part the research tries to explain about the definition of vocabulary, types of vocabulary, part of vocabulary, function of vocabulary, teaching and learning vocabulary.

2.6.1 Definition of Vocabulary

Hebert and Kamil (2005:3) defined Vocabulary is the knowledge of meanings of words. The term vocabulary has a range of meanings. Foe example, some teachers use the term to mean sight-word vocabularies, referring to students immediate recognition of words in print; other teacher refer to words students understand as their meaning vocabularies.

According to Brown (2004:335) that vocabulary is the content and function words of language which are learned though by that they become a part of the child"s understanding, speaking, reading and writing. second, Vocabulary is words having meaning when hard or seen even though the individual produces it when communicating with others.

Richard (2002:255) said that vocabulary is one   of the most obvious components of language and one of the first things applied linguistics turned their attention to. According to Merriam Webster (2003:423) that vocabulary is a list of

words and sometimes phrases, usually arranged in alphabetical order that expired at distally grouchy.

While Amiruddin (2004:146) said that „„vocabulary can be defined roughly as the words we teach in the foreign language ". In this research, Vocabulary is related in Brown Definition (2004) stated that vocabulary is the content and function words of language which are learned thought by that they become a part of the child"s understanding, speaking, reading and writing.

Second, Vocabulary is words having meaning when hard or seen even though the individual produces it when communicating with others. good in Busran (2009:8) defines vocabulary as content and function word of language which are learned so thoroughly so that become part of child understanding, speaking, and later reading and writing vocabulary. It also means words having been heard or seen even though not produced by individual himself to communicate with others.

- Hatch and brown (1995:1) they say that vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speaker of language might use.

- Hornby (2000 : 1331) says that the vocabulary is a list of words in a language. From the definition expressed by Hornby above it can be concluded that the vocabulary is basic and most important elements of a language.

2.6.2 Types of vocabulary

Harmer (1991:159) distinguishes two types of vocabulary, there are : 1)Active vocabulary, it refresto vocabulary that students have been though are learned and them expected to be able to use. 2) Passive vocabulary, it refers to vocabulary they may not be able to produce.

Steven Stahl (2005:212) divided vocabulary into four types, namely :

1. Oral vocabulary consist of word actively used in speech that comes readily to the tongue of the one"s conservation.

2. Writing vocabulary is stock of words that comes readily to one"s finger vocabulary, it commonly used in writing.

3. Listening vocabulary is stock of words, which a person can understand when heir it.

4. Reading vocabulary is the words where the people can recognize when they find it in written material.

From this statement we can understand that vocabulary has four types, namely Oral vocabulary, writing vocabulary, listening vocabulary and the last reading vocabulary. In general, these four types have a very important relationship.

Schail (2004:13) classified vocabulary into three types, namely :

1. Active vocabulary, the words are customarily used in speaking.

2. Reserve vocabulary, the words we know but we are rarely used them in ordinary speech. We use them in writing letter and searching for synonym.

3. Passive vocabulary, the words are recognize vaguely but we are sure of the meaning never use them is either speech or writing, we just know them because we see them before.

From this statement we can understand that vocabulary has there types, namely Active vocabulary, Reserve vocabulary, and Passive vocabulary. In general, these three types have a very important relationship.

According to Linguist Leggett (2001:73) pointed out, there are two types of vocabulary :

1. Passive or recognition vocabulary, which is made up the words, one recognizes in the context of reading material but he does not actually use himself.

2. Active vocabulary which consist of working words is used daily in writing and speaking.

From this statement we can understand that vocabulary has two types, namely Passive and recognition vocabulary, and Active vocabulary. In general, these two types have a very important relationship.

Donoqhgue (1999:154) divided vocabulary into four types, those are :

1. Listening or hearing vocabulary, it refers to the words a person understand when he hears them.

2. Speaking vocabulary includes the words a person uses in expressing himself orally.

3. Reading vocabulary, embraces the words that person understand when he see them in printing or in writing.

4. Writing vocabulary is chronologically acquired last and only includes the words a person uses or can in writing composition.

From this statement we can understand that vocabulary has four types, namely Listening or hearing vocabulary, Speaking vocabulary, Reading vocabulary and the last Writing vocabulary. In general, these four types have a very important relationship.

According to Linguist Lagget (2001:86) Pointed out, there are two types of vocabulary :

1. Reading vocabulary, embraces the words that person understand when he see them in printing or in writing.

2. writing vocabulary is chronologically acquired last and only includes the words a person user or can in writing composition.

From this statement we can understand that vocabulary has two types, namely Reading vocabulary, and writing vocabulary in general, these two types have a very important relationship.

Schail (2004:22) stated that every persons has three types of vocabulary as follow

1. Oral vocabulary, consist of words actively in speech. They are the words that come readily to the tongue in conversation, the more often the person utters a word, the more readily it will come to his tongue.

2. Writimg vocabulary, consist of the words that come readily to one finger vocabulary.

3. Listening vocabulary is the stock of words to which one responds with meaning.

From this statement we can understand that vocabulary has three types, namely Oral vocabulary, writing vocabulary, and listening vocabulary. In general, these three types have a very important relationship.

2.6.3 Parts of Vocabulary

Refers to the words we must understand to communicate effectively. Educators often consider three parts of vocabulary.

Vocabulary includes of three parts, they are :

1. Verb is a word which can be used with subject to form basic of close sentence. Verb is words express action of states of being and verbs are action word, the more action can note, the more power full they are.

2. Noun, to determine a noun, first remember that a noun is a person, place, thing or idea.

3. Adjective, very simply adjective modify nouns. This means that they my modify any verb, adjective are divided into categories as a way of understanding their purpose.

2.6.4 Function of Vocabulary

Gains and Redman (2000:21) 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 (2001) stated that by vocabulary the learners can recognize all the words in written and oral context and finally they can daily in speaking and writing.

Based on this research the researcher can be conclude 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.

2.6.5 Mastery of vocabulary

Vocabulary is one of the language aspects which should be learnt. Learning it is important because in order to be able to speak, write, and listen. Learners have to know vocabulary first. A person said to know a word if they can recognize its meaning when they see it (Cameron, 2001: 75). It means that in learning vocabulary learners have to know the meaning of it and also understand and can use it in sentence context.

Vocabulary is knowledge of knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary – tape definition, or an equivalent word in their own language (John, 2000: 16). In learning vocabulary automatically they have to know the meaning of words themselves and can use it in sentences.

In brief, 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. Vocabulary learning is a principal issue for English learning because it comprises the basic building blocks of English sentences.

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 skills) 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.

2.7 The students need to know about vocabulary

Harmer (1999:172) explained that there are four aspect of vocabulary that the students need to know about. The four aspects are word meaning, word use, word information and word grammar.

1. Word meaning

   one word may have than one meaning. The meaning of the word depends on the context in which that word occurs. Therefore, in the teaching of vocabulary, word tough to the students should be presented in variety of context to show various meanings.

2. Word use

   The meaning of the word can be changed. Stretcher or limited by how it is used and this is something that the students need to know about. In relation to the word use, Harmer (19991) stated that students need to recognize such thing, such as word collocation that is which words go with each other. For instance, word "wrist"", but it can"t collocate with the word "„head". So we have such a collection as "„sprain head". On the contrary,

the word „„ache‟‟ can collocation with „„head‟‟ as in „„„Headache‟‟, but it can‟t get such a collection as „„„wrist ache‟‟.

3. Word formation

Word formation refers to word from and hoe they formed. Some words are noun, some words are adjectives, some words are verbs, etc. The students need to know about how to form adjective from noun to adjective, how to form verb to nouns, or form adjectives and etc. For example, beauty (Noun) changed to beautiful (Adjective), or beautify (Verb).

4. Word grammar

Word grammar refers to such things as the way is used grammatically. In English, for instance, some verbs are used with „„to‟‟ walk to, want to, but some other verbs are used without „„to‟‟ can, way, etc. English verbs have tenses such as verb "want" may change to wanted, "speak" may change to spoke, or spoken. The students need to know when they are using properly.

2.8 The concept of Show and Tell (S&T) method

2.8.1 Definition of Show and Tell (S&T) method

According to H.A.R Tilaar (2013:103) that Show and Tell method is activity prioritizing the ability to communicate simple. The purpose of this activity to train children to speak in front of the classroom get children sensitive the simple things every day.

Suyanto (2005:145) 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.

Musfiroh (2011:133) stated that Show and Tell method activity showed something to the audience and explain or describe something. Musfiroh (2011) also explained that the Show and Tell method based on three main areas, namely education, music and theater. Among these three areas, Show and Tell method educative method the most reliable in western countries. Show and Tell method utilized for he three domains at once.

Three realms is Show and Tell method Educative for speaking Show and Tell method instructive to speak, Show and Tell educative for record playing toys (S&T) method to play with toys and children"s book (S&T) method to book child. Referring to the description above, the notion method is Show and Tell method of learning with children show the object and activities express opinion, express feelings, desires, and experiences related to the object.

2.8.2 Application of Show and Tell (S&T) method

According to Musfiroh(2011:135), there are several different types of Show and Tell that can be applied, which Show and Tell (S&T) method with personal objects, Show and Tell (S&T) method with the food, and Show and Tell (S&T) method with images and photos.

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

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

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

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

2.8.3 Show and Tell (S&T) 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, Tilaarr (2013) stated that Show and Tell (S&T) 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. In addition, Hoerr (2007:94) stated that children can Show and Tell (S&T) to use a work or a project that has been made. For example, children make a diorama that shows some aspects of the life of the tribe.

Based on some of the opinions above, the application of the Show and Tell (S&T) method can use food, drawings or photographs, new game tool, birthday gifts, tableware, children‟s work, and all the objects that are considered attractive for children.

2.8.4 The Advantages of Show and Tell method

According to Ningsih (2014:88) there are several advantages of Show and Tell method. Some the Advantages are as follows :

1. A very simple method. so easy to apply to Students.

2. Using a concrete objects, making it easier for a Students to tell a story.

According to Patralides (2010) the Advantages of Show and Tell method as follows:

1. Students learn to speak and listen.

2. Students can learn how to be an audience and introduce themselves.

3. Students can learn to ask question according to the theme discussed.

4. Students can learn to link responses among the students.

5. Students can learn to anticipate and observe.

6. Student can practice critical reasoning skill.

7. Student learn storytelling.

8. Students can learn about same and different.

9. Students learn how to use vocabulary.

10. Students learn to use descriptive language.

11. Students learn how to say thank you.

12. Improving self-Confidence.

Allow children to be actively involved because of emphasizing participatory approaches in the learning process Takdiroatun Mufiroh in Ningsih (2014) adds the advantages of Show and Tell (S&T) which are :

1. Effectively develops the ability to speak in public (Public Talking). Ability to speak in public (Public Speaking) is one of the characteristics of self confidence.

2. Train the child to do problem solving (Problem Solving), the moment tells the child‟s learning to collect information related to that objects show.

2.8.5 Disadvantages of Show and Tell method

In addition there are advantages of using Show and Tell method, according to Prasasti (2012:42-42) disadvantages of Show and Tell (S&T) method are :

1. The use of Show and Tell method must always be under the supervision of the teacher. This is because the Show and Tell method requires guidance if students have difficulty in telling the objects used.

2. The use of this method can"t be used in a sudden condition. This is due to the need for preparation of objects and experiences that will be told.

3. The time provided for Show and Tell is limited. This is because Show and Tell is done regularly to take turns, so that all children can perform, the time provided should be quite a lot

2.9 Learning Step by Show and Tell method

Related to learning activities that will be done, this research used Show and Tell (S&T) method. This method 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 Reverman and Takdiroatun Musfiroh in Ningsih (2014) describes the steps in applying Show and Tell method, which are :

1. At certain times, children are asked to bring favorite objects to be show 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 question to children who are appear.

Question should will be pre-determined. While Takdiroatun Musfiroh in Ningsih (2014) also describes the steps of showing and telling the implementation is as follows :

Children form a circle on the ground floor (Carpets. mats, and the like), Each Group consist of 7-10 children.

1. Opening activities with children

2. Guiding one child to lead a common prayer

3. Welcome the children one by one by mentioning his name

4. Giving good words and arousing the interest of children

5. Give the child a chance to show what will be happen used for Show and Tell.

6. Explain the Show and Tell method procedure. 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.

7. Explain the Show and Tell method procedure. If necessary, the teacher can give examples of how to do Show and Tell. This is done 5 minutes. To apply this method, the teacher gives an example of a real object for children.

2.10 Previous Research

Several researches have been conducted to find out whether or not Show and Tell Method can help students to improve their speaking skills. Furthermore, there are two previous related studies that will be described.

The first previous related study was conducted by Yogi Endarweni. The title of the research was "Implementing The Show And Tell Technique To Improve The Speaking Skill Of Grade VIII Students At Smp Pembaharuan Purworejo ". This study was conducted in university of Yogyakarta, Indonesia. The participant of this study were the students of Grade VIII at SMP Pembaharuan. There were thirty students. They were sixteen female students and fourteen male students. This class was chosen as the subject of the research because based on the previous observations the students in this class experienced some problems in learning English. One of the problems dealt with the speaking skill. The method of this study was Classroom Action Research (CAR). And the result is good,it can improve the students" vocabulary mastery.

The second previous related study was conducted by Nur Vitasyari. The title of the research was "The Use Of Show And Tell (S&T) Method In Teaching Vocabulary At The Second Year Students Of Junior High School (Smp) Negeri 4 Galesong Selatan Kabupaten Takalar ". This study was conducted in university of Alauddin, Indonesia. The participant of this study were the second year students of SMP Negeri 4 Galesong Selatan Kabupaten Takalar in academic year 2016/2017. The total numbers of population were 60 students, consists of 3 classes. One of the problems dealt with the vocabulary.

The method of this study was Quasi Experimental Design; with experimental and controlled class. One group was treated as the experimental class and other group was treated as the controlled class. And the result was good, it can improve students" speaking skill.

The third previous related study was conducted by Auliya Rahmi. The title of the research was"The Effect of Show and Tell Technique toward Students" Speaking Skill at X Grade of Islamic Senior High School Maninjau". This study was conducted in Imam Bonjol State Islamic University, Padang. The participant of this study werethe first year students of Islamic Senior High School Maninjau in academic year 2016/2017.

The total numbers of population were 96 students, consists of 4 classes. One of the problems dealt with the speaking skill. The method of this study was Quasi Experimental Design; with experimental and controlled class. One group was treated as the experimental class and other group was treated as the controlled class. And the result was good, the students" speaking skill had improve Between the three studies above, the writer finds several similarities.

First, the two studies put a concern on students" English speaking skill. Second, the way to enhance students" speaking skill is by applying Show and Tell Method. Third, the writers have the same point of view about speaking skill and Show and Tell Method. According to the first, second, and third studies, the using of Show and Tell as a method promotes a team work and individual work. Fourth, the result shows an improvement on the students" speaking skill after being treated with Show and Tell Method. Beside the similarities, the three studies above also had some differences. First, the first difference is located on the research design.

The research design that the first study used is Classroom Action Research (CAR). Then, the research design that the second and third studies used is Quasi-
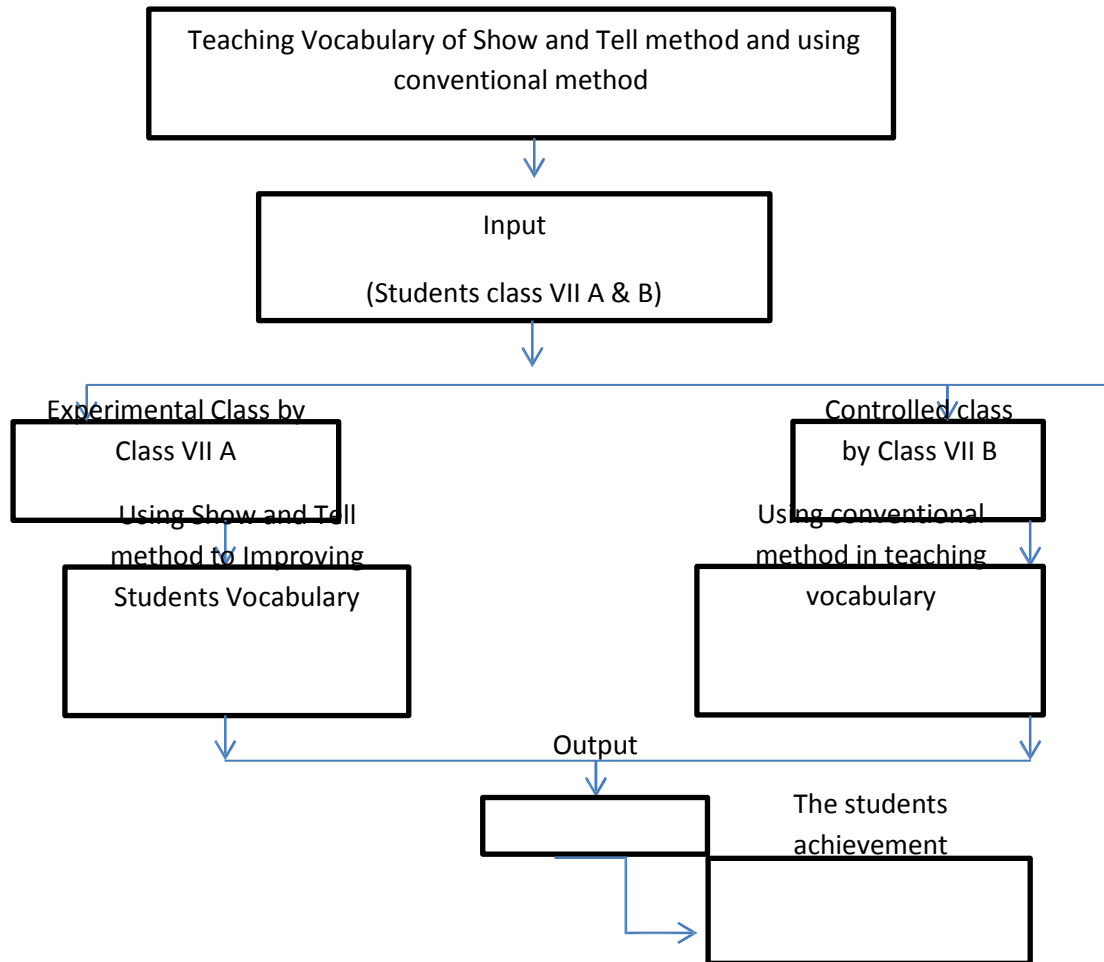
Experimental. Second, the second difference is located on the subject of the research. The subject of the research of the first study is the eight-grade students of Smp Pembaharuan Purworejo. Then the subject of the research of the second study is the eight-grade students of SMP Negeri 4 Galesong Selatan Kabupaten Takalar. Moreover, the subject of the research of the third study is the tenth-grade students of Islamic Senior High School Maninjau.

From several previous relevant studies above, the writer decided to use Show and Tell as a method to conduct her study. Because there were some similarities between the several previous relevant studies above with the writer point of view. Beside that, the writer proved that using Show and Tell Method could helped her to enhance students" speaking skill of describing.

Based on Previous research above, the writer want to found more what dominant type of teaching vocabulary using Show and tell method in whole subtitle is „" Implementing the show and tell technique to improve the speaking skill of Grade VIII Students at Smp Pembaruan Purworejho" and the Previous research using Classroom Action Research „„CAR" but in this research the writer contributions with the title The effect of Show and tell method in learning vocabulary   and   using   Kuantitative   Experimental   design.

2.11 Conceptual Framework

Conceptual framework an analytical tool that is used to get a comprehensive understanding of a phenomenon. It can be used in different fields of work and is most commonly used to visually explain the key concepts or variables and the relationship between them that will be need to be studied.

```
┌─────────────────────────────────────────────────┐
│   Teaching Vocabulary of Show and Tell method    │
│          and using conventional method           │
└─────────────────────────────────────────────────┘
                         │
                         ▼
        ┌────────────────────────────────┐
        │             Input              │
        │    (Students class VII A & B)   │
        └────────────────────────────────┘
                         │
                         ▼
```

Experimental Class by

Class VII A	Controlled class
	by Class VII B

Using Show and Tell   Using conventional
method to Improving   method in teaching

Students Vocabulary	vocabulary

Output

The students
achievement

CHAPTER III

RESEARCH OF METHODOLOGY

3.1 Research Design and Research Variable

3.1.1 Research Design

The design of this research is Quantitative Experimental Design, with Experimental class and Controlled class. One group was treated as the Experimental class and other group is treated as the controlled class. In experimental class, researcher would applied Show and Tell (S&T) method in teaching vocabulary while in controlled class used conventional teaching method.

According to Cohen, Manion, and Marisson (2005:211) Experimental Research is that investigators deliberately control and manipulate the conditions which determine the events in which they are interested.

The researcher used pre-test and post-test design in both of experimental class and controlled class. The aimed to find out of the using of Show and Tell (S&T) method in teaching students vocabulary. To get the effectiveness significant by comparing the pre-test and post-test both of experimental class and controlled class. The research design in this research could be seen as follows :

$$
\begin{array}{cccc}
E & 0_1 & X & 0_2 \\
C & 0_3 & X & 04
\end{array}
$$

Explanation :

E   : Experimental class

C   : Controlled class

0_1 : Result of Pre-test

X   : Treatment that will be given for experimental

49

0_2 : Result of Post-test in experimental class

0_3 : Result of Pre-test

0_4 : Result of Post-test in controlled class

(Cohen,Manion, and Marisson (2005:214)

3.1.2 Research Variable

There were two variables of this research. Those were independent variable and dependent variable ; Firstly, the independent variable is Show and Tell (S&T) as method, this method were expected to enhance the student English, especially in vocabulary. Secondly, the dependent variable is the student vocabulary used convention teaching method.

3.2 Poulation and Sample

3.2.1 Population

According to McMillan and Schumacher (2010:129) population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalize the result of research. The population of this research will be take from the second year students of Senior High Scholl Swasta Nusantara Tigalingga Kabupaten Dairi in academic year 2021. The total numbers of population were 38 students, consists of 2 classes.

3.2.2 Sample

Millan and Schumacher (2010:490) defined the sample as a group of individuals from data is collected, often representative of a specific population. In this research the researcher used purposive sampling technique. The researcher will take X-A consist of 19 students as experimental class and class X-B consisted of   19   students   as   controlled   class.

3.3 Research Instrument of the Data

The Instrument of the research will be a test which had purpose of students vocabulary mastery. The students would given will through Pre-test and Post-test. The test will consist of 25 numbers, 15 numbers for puzzle and 10 numbers for essay to both Pre-test and Post-test. The Pre-test is intended to find out the students achievement of English vocabulary while the Post-test will be intended to find out the students vocabulary improvement after the treatment will given. The content of Pre-test will be same as the content of the Post-test.

3.4 Technique of Collecting the Data

In collecting the Data, there were some steps will be take by researcher, they are :

1. Preliminary Visit

The researcher will be visit the school to get some information about teacher and students as participant, to gain information, the researcher will asked the officer school.

2. Visiting the Headmaster

The researcher will be ask permission to the headmaster of Senior High Scholl Swasta Nusantara Tigalingga Kabupaten Dairi by giving permission letter.

3. Visiting the English teacher

After getting permission, the researcher will be meet with the English teacher for asking her help and guidance in conducting the research.

4. Giving the Pre-test

The researcher will be give the Pre-test to experimental and controlled class. The Pre-test will be conducted on July,29 2021 experimental class and July,29 2021 for controlled class.

5. Giving the treatment

The activities of the experimental class were started on July, 29 2021. In experimental class the treatment will be given by using Show and Tell (S&T) method in teaching vocabulary especially in Noun material, while the activities in control class will be given Conventional technique without using Show and Tell (S&T) method in teaching vocabulary. The procedures of treatment were chronologically perform as follows :

3.4.1 Experimental Class (using Show and Tell method)

1. The meeting in treatment will be take on july, 29 2021 the researcher did the treatment in experimental class the material will be give What is Noun ? example words of Noun such Foods. In treatment, the researcher explained descriptions about Noun to students by using picture.

2. The meeting july, 29 2021 the material will be give the example words of Noun Drinks by using picture.

3. The meeting on july, 29 2021 the material will be give the example words of Noun Fruits by using picture.

4. The meeting july, 29 2021, the material will be give the example words of Noun Animals by using picture.

5. The meeting in july, 29 2021 the researcher will be asked the students to memorized the example words of noun that will be given to them.

6. The meeting july, 29 2021 the material will be given the words of Noun Favorite things by using picture.

3.4.2 Control class (using Conventional Teaching Technique)

1. The meeting in treatment july, 29 2021 the researcher did the treatment in experimental class the material will be given of what is Noun ? example words of Noun such foods. In treatment, the researcher will be explained description about Noun to students by giving them list of those words in a blackboard.

2. The meeting july, 29 2021 the material will be give the example words of Drinks by giving list of those words in a blackboard.

3. The meeting july, 29 2021 the material will be give the example words of noun Fruits by giving them list of those words in a blackboard.

4. The meeting july, 29 2021 the material will be given the example words of Noun Animals by giving them list of those in a blackboard.

5. The treatment in july 29 2021 the researcher will ask the students to memorized the example words of noun that will be given to them.

6. The meeting july, 29 2021 the material will give the words of Noun Favorite things by giving list of those words in a blackboard.

6. Giving Post-Test The Post-test will conduct after treatment : The aim is to test their understanding on vocabulary mastery, it will held on july, 29 2021 in Experimental   class   and   july,   29   2021   in   Controlled   class.

3.5 Technique Procedure

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

1. Calculating the student's correct answer of test.

$$Score = \frac{Student's\ correct\ answer}{Total\ number\ of\ items} \times 100$$

(Rosmalasari, 2004)

2. Tabulated and classify the students score into the following clarificationThe score of the test were classified into seven levels as follows:

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

(Depdikbud, 2006)

3. The mean score of the students" find out by means following the formula:

$$X \quad \frac{X}{N}$$

Where: X = The mean of score

$\sum X$ = The sum of all scores

N = The number of students

4. Finding out the standard deviation by applying this formula :

$$SD = \sqrt{\dfrac{SS}{N}}, \text{ where SS} = \Sigma x^2 - \dfrac{(\Sigma x)^2}{N1}$$

Where :   SD   = Standard deviation

SS   = The sum of square

N   = Total number of the subjects

$\Sigma\ ^2$ = The sum of all square; each score is

squared and all thesquares are added up

(   )²   = The square of the sum; all the scores are

added up andthe sum is square, total

(Gay, 2006)

5. The formula used in finding out the difference between students" score in

Pre-test and Post-test

$$t = \dfrac{x_1 - x_2}{\sqrt{\left(\dfrac{SS1 + SS2}{n1 + n2 - 2}\right)\left(\dfrac{1}{n1} + \dfrac{1}{n2}\right)}}$$

Where :

t   : test of significance

x_1 : mean score of experimental group

x_2 : mean score of controlled group

SS_1 : sum square of experimental group

SS_2 : sum square of controlled group

n_1 : number of students of experimental group

n_2 : number of students of cotroll group

2   : the number of class involved

1   : constant number   (Gay, 2006)

3.6 Reliability and validity research

The test that used for tasting students vocabulary speaking ability has to have reliability and validity. According to Gay, reliability is the degree to which a test consistently measures whatever it is measuring. It is reflected in the obtaining how far the test or instrument test that enable to measure the same subject on different occasions that indicating the similar result. In short, the characteristic of reliability is sometimes termed consistency.

In this research, to know there reliability of the test vocabulary, the researcher used inter rater reliability, because there searcher has two raters in order to score the students speaking ability. Gay said that inter judge reliability can be obtained by having two (more) judges independently score to be compared to the score of both judges. Then the scores of the rater 1 correlated with the scores of the rater 2.

The higher correlation, the higher the inter judge reliability. The following table will describe the correlation between score of rater 1 and the score of the rater 2 by using pear son product moment correlation formula through SPSS 17 Version: **Pearson Correlation**

		R1	R2
R1	Pearson Correlation	1	667**
	Sig. (2-tailed)		
	N	30	30
R2	Pearson Correlation	.667**	1
	Sig. (2-tailed)	.000	
	N	30	30

** Correlation is significant at the 0.01 level (2-tailed)

From the output above, it can be seen that r calculation is 0.667 will be correlate to r table, df = 58. Because df = 58 was not found from the r table, so the writer took df = 60 to be correlated either at level 5% or 1%. At level 5% r table is 0.250, while at level 1% r table is 0.325. Thus, the r observation is obtained higher than r table, either at level 5% or 1%. So the writer concluded that there is a significant correlation between score of rater 1 and score of rater 2. In other words, the writing test is reliable.

The reliability of speaking skill in test vocabulary is moderate to know the validity of the test, the writer used content validity. Referring to Bambang, if a measurement is as the representative of the ideas or the appropriate material that will be measured is called content validity. It means the test had fulfilled the validity of the content. In other words, the materials of the test had been taught at the first year students at Junior high school.

It was familiar materials to the students" daily life. It was appropriate to the students" knowledge, insight and experience. Moreover, the materials were taken from the guide book for the students and other related resources. Here, the writer as the researcher prepared some topics based on the topics discussed at the time. The topic would be chosen freely by students and they speak a vocabulary based on topic chosen.