



THE EFFECTIVENESS OF SHOW & TELL TECHNIQUE TO IMPROVE STUDENTS' VOCABULARY IN EIGHTH GRADE OF JUNIOR HIGH SCHOOL AT EAST LOMBOK REGENCY

Nita Prisma Yuna¹, Yuni Budi Lestari², Eka Fitriana³

^{1 2 3} English Education Department, Faculty of Teacher Training and Education,
University of Mataram, Indonesia

*Corresponding Author: nitaprismayuna@gmail.com

Abstract: This study aims to determine whether Show & Tell technique effectively improves students' vocabulary. This research used a Quasi-Experimental design with one group pre-test and post-test. The setting of this research was at SMPN 1 Pringgasela, East Lombok Regency in the academic year 2022/2023. The sampling technique was purposive sampling, including the class VIII-5 as an experimental class. The data collection technique was carried out using a test instrument consisting of 25 questions and divided into two forms of questions. The data analysis technique used in this study is to use hypothesis testing from the pre-test and post-test results. The findings were obtained from the students' pretest and posttest that indicate a notable significant before and after treatment administered by the researchers. Normality tests and hypothesis tests were carried out using the help of the SPSS Windows Program application. Based on the results of the normality test with a significance value of $0.117 > 0.05$ for pre-test and $0.105 > 0.05$ for post-test, the data obtained was normally distributed. Furthermore, the hypothesis testing was carried out with the results of a significance value of $0.000 < 0.05$, so it can be concluded that H_0 is rejected and H_a is accepted. The data analysis results show that employing Show & Tell technique provides positive results in improving students' English language proficiency, particularly in vocabulary acquisition. Utilizing Show & Tell technique has the potential to improve students' language abilities. Based on these results, Show & Tell technique was proven effective in improving students' vocabulary in class VIII-5 at SMPN 1 Pringgasela, East Lombok Regency.

Keywords: Vocabulary, Show and Tell Technique, Pre-test, Post-test

INTRODUCTION

A key and essential aspect for students to achieve in order to construct well-structured sentences is vocabulary. Additionally, understanding how vocabulary functions in terms of its various parts of speech empowers students to excel in the foundational English skills: reading, writing, speaking, and listening. As a result, it is of utmost importance for students to have a substantial vocabulary in order to adeptly form sentences during conversations.

Vocabulary is essential for the formation of a language and enables effective communication among individuals. The absence of vocabulary would hinder the ability to

interact with others and could pose a challenge for students attempting to learn English. Thus related to Khasanah, Chamdani, and Susiani (2014), the significance of vocabulary becomes evident in English language learning as it plays a pivotal role in determining skill achievement. Their research underscores the necessity of giving increased attention to vocabulary during various learning activities. Richard and Renandya (2002) explain that vocabulary forms a foundational component in acquiring essential English language skills, influencing students' proficiency across speaking, writing, reading, and listening.

This research provides a solution on how to help students improve their vocabulary. Therefore the researcher need to identify appropriate and engaging teaching techniques to enhance students' English proficiency, particularly their vocabulary. This research was focused on addressing the internal factor: the learning technique used in the classroom. The technique that the researcher was applied "Show and Tell technique". The Show and Tell technique is an instructional tehniqe where students show an object and then tell a description or explanation about it, serving as a technique for both teaching and learning.

RESEARCH TECHNIQUES

The research in this study utilized a Quasi-Experimental Design, specifically employing an experimental pre-test and post-test at SMPN 1 Pringgasela, Kabupaten Lombok Timur. Quasi-experimental design refers to an empirical intervention study used to assess the causal impact of an intervention on a particular target population. This technique does not employ random assignments, distinguishing it from techniques involving random participant assignment. (Sugiyono, 2013: 77), quantitative data were employed in this study. Quantitative data are numerical representations or scores that can be subjected to statistical analysis.

Arikunto (2006:130) defines the population as encompassing all elements within the research area, constituting the entire research subject. The population for this study includes all students in class VIII at SMP N 1 Pringgasela Kabupaten Lombok Timur. Nawawi (2012:153) explains that a sample refers to a subset of the population chosen to represent the entire population in a research study. In this specific research, a purposive sampling technique was employed. Purposive sampling entails the selection of particular individuals or elements from the population based on pre-established criteria or considerations. For this study, the sample consisted of the eighth-grade class, with class VIII-5 as the experimental group. The total sample size comprised 32 students, drawn from class VIII-5, who

participated in the research study.

The data collected for this study took the form of numerical values or scores, often acquired through data collection techniques that involve responses in the form of a spectrum of scores or weighted questions (Sugiyono, 2013). In this study, a comparison group was not employed. Instead, the technique utilized an initial assessment, specifically the pre-test, to enhance the impact of the Show and Tell technique. After the pre-test, students underwent the treatment, involving instruction using the Show and Tell technique. Subsequently, the students were administered the post-test upon completing the learning with the Show and Tell technique. This technique aimed to assess the efficacy of the Show and Tell technique in improving student vocabulary, without directly employing a separate comparison group.

FINDINGS AND DISCUSSION

Findings

This research was quasi-experimental, with an experimental pre-test and post-test design conducted at SMPN 1 Pringgasela, East Lombok Regency. In this study, the population was class VIII students. Selecting the research sample in the class VIII population of 32 students was done using the purposive sampling technique, a sampling technique done with particular considerations. This study employed a quantitative technique, with the findings from the research reported numerically.

The data findings of this study were gathered through the administration of both a pre-test and a post-test. These test results, reflecting participants' performance prior to and following the treatment, constituted the central focus of the study. Through a comparison of pre-test and post-test scores, researchers could assess the influence of the treatment on participants' performance, aiming to ascertain whether there was a noteworthy enhancement in their abilities or skills.

Table 4. 1 Data description of students' pre-test and post-test scores

Descriptive Statistics					
	N	Minimum Score	Maximum Score	Mean Score	Std. Deviation
Pre-test	30	32	72	51.53	11.741
Post-test	30	72	96	85.80	6.440

Referring to the descriptive Table 4.1 this study used class VIII-5 as a sample of 30 students in class VIII at SMPN 1 Pringgasela. In the explanation above, the minimum score obtained during the pretest is 32 and the maximum score on the pretest is 72 with mean score 51.53 and standar deviation 11.741. MeanMeanwhile,, the posttest given by the researcher obtained a minimum score of 72 and a maximum score of 96 with mean score 85.80 and standar deviation 6.440. The posttest results were obtained after the treatment was applied by the researcher. From the result of pre-test and post-test, it can be said that there is a significant increase between before treatment and after treatment with a percentage difference between the pretest mean value and the posttest mean value with a difference in mean scores between pretest and posttest of 34.27.

1. The classification of Students' Pre-test score and post-test score in Class VIII-5

The following table shows the classification of frequency and percentage of score of students' vocabulary mastery in pre-test at the VIII-5 in SMPN 1 Pringgasela Kabupaten Lombok Timur.

Table 4. 2 Students Classification Frequency and Percentage of Pre-Test Score

No.	Classification	Score	Frequency	Percentage
1.	Very Good	90 - 100	0	0%
2.	Good	78 - 89	0	0%
3.	Fair	67 - 77	2	7%
4.	Poor	56 - 66	11	37%
5.	Very Poor	<55	17	57%
Total			30	100%

Based on the data presented in the above table, among the 30 students, 17 students (57%) fall within the category of "very poor" level, 11 students (37%) are classified as "poor," and there are 2 students (7%) categorized as "fair." Notably, there are no students categorized as "good" or "very good" in terms of their performance levels.

Meanwhile, the table below describes the frequency classification and percentage of students' post-test scores,s in class VIII-5 SMPN 1 Pringgasela, East Lombok Regency.

Table 4. 3 Students Classification Frequency and Percentage of Post-Test Score

No.	Classification	Score	Frequency	Percentage
1)	Very Good	90 – 100	10	33%
2)	Good	78 – 89	11	37%
3)	Fair	67 – 77	9	30%
4)	Poor	56 – 66	0	%
5)	Very Poor	<55	0	%
Total			30	100%

Referring to the provided data, it can be observed that nine students (33%) exhibit a performance level categorized as "very good," Meanwhile, 11 students (37%) are classified as "good." Additionally, 10 students (30%) are situated within the "fair" level. Importantly, there are no students positioned within the "poor" or "very poor" performance levels.

2. Testing the analysis requirements

a) Normality Test

The objective of the normality test was to determine whether the study data follows a normal distribution. In cases of normal distribution, the values are symmetrically distributed around the mean. This assumption is crucial for various parametric statistical tests, including the paired sample t-test employed in this research. Establishing the normal distribution of the data increases researchers' confidence in utilizing parametric tests, which in turn allows for meaningful conclusions to be drawn from the analysis. If the data exhibits significant deviation from normality, non-parametric tests may be considered as alternative techniques.

The results of the data normality test conducted through the Shapiro-Wilk technique using the SPSS for Windows program are provided below:

Table 4. 4 Normality test of Students' Pre-test

Students' Learning Outcomes	<i>Shapiro Wilk</i>								Note
	Mean	Median	Modus	Interquartile Range	Test Statistic	N	Level of significance	Sig.	
	51.53	54.00	60	20	0.944	30	0.05	0.117	

In the data provided in Table 4.4, the mean value was 51.53, the median value was 54.00, and the mode value was 60. Notably, the interquartile range was recorded as 20. These values all fall within the same interquartile range of 20, which could suggest a potential normal distribution for the mean, median, and mode within this dataset. With a significance level set at 0.05, and considering the sample size (N) as well as the Shapiro-Wilk significance value obtained from Table 4.4 above (0.117), it can be observed that $0.117 > 0.05$. As a result, it is plausible to assume that the data is normally distributed.

Meanwhile, the findings of the normality test on student post-test results are presented in Table 4.5 below:

Table 4. 5 Normality test of Students' Post-test

Students' Learning Outcomes	<i>Shapiro Wilk</i>								Note
	Mean	Median	Modus	Interquartile Range	Test Statistic	N	Level of significance	Sig.	
	85.80	84.00	84	12	0.942	30	0.05	0.105	

From the data presented in Table 4.5, it was determined that the mean value stood at 85.80, the median value was calculated to be 84.00, and the mode value was observed to be 84. Additionally, the Interquartile Range (IQR) was computed as 12. Notably, all these values fall consistently within an Interquartile Range of 12 units, which could indicate a potential normal distribution for the sample's mean, median, and mode. According to the information provided, it seems that the Shapiro-Wilk test was conducted on the post-test data, yielding a significance value of 0.105. It is customary to set the significance level for such tests at 0.05, which is a commonly adopted threshold for evaluating statistical significance.

b) Hypothesis Test

As previously explained, with the normality test data indicating a normal distribution, the groundwork is laid for hypothesis testing. The purpose of hypothesis testing in this study is to investigate the research hypothesis: whether the implementation of the Show and Tell technique effectively enhances student vocabulary within the context of class VIII-5 at SMPN 1 Pringgasela, East Lombok Regency.

In this hypothesis test, a paired sample test was employed through the use of the SPSS for Windows program. This test aims to compare the two means from a single sample, namely the pre-test and post-test, assuming normally distributed data. Here are the outcomes

of the t-test derived from the Paired Sample Test conducted using the SPSS for Windows program:

Table 4. 6 Hypothesis test using the Paired Sample Test

Paired Sample Test						
Paired Difference						
Pair 1	Mean	Std. Deviation	Std. Error Mean	t	df	Significance
Pre-test Post-test	-34.267	9.392	1.715	-19.984	30	.000

Based on the information presented in Table 4.6, a statistical examination was conducted to compare the mean pre-test and post-test scores. The resulting significance value was 0.000, which was smaller than the chosen significance level of 0.05. When the significance value is less than the selected threshold ($0.000 < 0.05$), it signifies substantial statistical evidence to reject the null hypothesis (H_0). The null hypothesis commonly asserts the absence of a significant difference between the mean pre-test and post-test scores. Nevertheless, given the significance value's relation to the significance level, the null hypothesis is discarded. This outcome indicates a meaningful disparity between the pre-test and post-test scores.

Discussion

By analyzing the data findings, the research can effectively evaluate the impact of the Show and Tell technique on students' vocabulary development by comparing the results of both the pre-test and post-test. The six sessions allotted for the study provide ample time to implement the treatment and gauge the progress made in students' vocabulary mastery. The treatment was carried out during the second to fifth sessions, with the Show and Tell technique applied for a total of 2 lesson hours. In the final session, the researcher inquired about the previously covered material before conducting the post-test.

The study's findings are evident in the pre-test and post-test scores obtained from the students. The students' pre-test scores ranged from a minimum of 32 to a maximum of 72, yielding a calculated mean score of 51.53. On the other hand, post-test scores ranged from 72 as the lowest to 96 as the highest, with an average score of 85.80. The analysis of pre-test and post-test outcomes unveils a statistically significant difference between the periods before and after the intervention conducted by the researchers.

The outcomes derived from the data analysis highlight that the implementation of Show and Tell techniques yields positive effects in improving students' English language proficiency, particularly in vocabulary mastery. It is evident that the utilization of the Show and Tell technique contributes to the advancement of students' language skills. Therefore, the use of Show and Tell technique effectively improves students' English language skills, especially in the vocabulary mastery in class VIII-5 SMPN 1 Pringgasela, East Lombok Regency.

CONCLUSION

To sum up, from data analysis presented, there was strong evidence to support the conclusion that implementing Show & Tell technique has significantly improved students' vocabulary skills. The substantial difference in mean values between the pre-test (51.53) and post-test (85.80) indicates the positive impact of the intervention. In conclusion, the results from the data analysis indicate that Show & Tell technique has played a crucial role in enhancing students' vocabulary skills, leading to a substantial improvement in their performance from the pre-test to the post-test phase of the study.

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