



**IMPLEMENTATION OF SHOW AND TELL METHOD TO IMPROVE STUDENTS'  
VOCABULARY MASTERY AT UPTD SMP NEGERI 02 TANJUNG TIRAM**

**THESIS**

*Submitted to Faculty of Tarbiyah Science and Teacher Training UIN-SU Medan as Partial  
Fulfillment of the Requirement for the Degree of Educational Bachelor S.1 Program*

**By**

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**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF TARBIYAH SCIENCE AND TEACHERS' TRAINING  
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA  
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AssalamualaikumWr.Wb.

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswi a.n. **Ayu Andira** yang berjudul:

**“IMPLEMENTATION OF SHOW AND TELL METHOD TO IMPROVE STUDENTS’ VOCABULARY MASTERY AT UPTD SMP NEGERI 02 TANJUNG TIRAM”**,

maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi syarat-syarat untuk mencapai gelar Sarjana Pendidikan (S.Pd.) pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

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Wassalamualaikum Wr.Wb

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan oleh Universitas batal saya terima.

Medan, Oktober 2020

Yang Membuat Pernyataan

**Ayu Andira**

**ABSTRACT**

**AYU ANDIRA (34161010). IMPLEMENTATION OF SHOW AND TELL METHOD TO IMPROVE STUDENTS' VOCABULARY MASTERY AT UPTD SMP NEGERI 02 TANJUNG TIRAM**

Skripsi, Medan: Department of English Education, Faculty of Tarbiyah and Teacher Training, State Islamic University of North Sumatera, Medan 2020.

Keywords : Classroom Action Research, Vocabulary, Show and Tell Method

This exploration was proposed to discover the usage of Show and Tell method to improve student's vocabulary mastery. In developing this investigation, the researcher applied the classroom action research, which was brought out through four stages. They were plan, action, observation, and reflection. The subjects of this investigation were 36 students at seventh grade of UPTD SMP Negeri 02 Tanjung Tiram in 2019/2020 scholarly year. The information of this investigation were introduced through qualitative and quantitative information. The qualitative information was taken from observation sheet, interview, diary note, and documentation; while the quantitative information was taken from vocabulary test, they are post-test, pre-test 1 and pre-test 2. The consequence of students score shows that the students' average score continues improving in each test. The students average score in pre-test was 58,5, There were 10 students (26,6%) who passed the Minimum Mastery model (75). In the post test in cycle I, there was 19 students (63,3%) who passed the score 75 or up to 75 considered their mean score of test was 72,5, In the post test in cycle II there was 28 students (77,8%) who passed the Minimum Mastery model (75) considered their mean was 80,5. In view of the quantitative information above, it tends to be seen that the students score indicated the improvement from the first to the last test. Moreover, the qualitative information demonstrated that all the learning exercises gave commitments improved the student's vocabulary mastery as well as the student's advantage, self-confident, and inspiration. Thus, it very well may be presumed that the usage of Show and Tell method can improve student's vocabulary mastery.

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At long last, the writer understands that this theory is still a long way from being awesome. Thusly, helpful recommendation is required for the advancement of the following investigation. The writer trusts that this exploration will give a significant commitment to the Department of English Education. May God consistently favor us and lead us in His correct way. Aamiin.

Medan, Oktober 2020

Ayu Andira

34.16.1.010



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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

In era globalization, English as an unknown dialect most popular as a tool to communicate because, English is an International Language. English in the world of education has been very officially taught at school from elementary until university and can be said to be a subject that must be study. English is also included in the standard national examinations. There are fourth aspect in English such as speaking, writing, listening, and reading, but there also smallest element in English that should students master is vocabulary. Without vocabulary students cannot express their opinion, idea, feeling and others.

For the most part, Vocabulary is the information about rundown of words and significance of words. It is an important aspect on learning English. How well one can communicate with English is partly dependent on how many vocabularies students has mastered. The more words understudies know well and can utilize, the all the more significance they could convey in a wide assortment of conditions <sup>1</sup>

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<sup>1</sup> Coxhead Averil, (2006) *Essentials of Teaching Academic Vocabulary*, USA: Houghton Mifflin Company, p. 1.



A decent vocabulary is a fundamental piece of powerful correspondence. An order of numerous words will make you a superior essayist, speaker, audience, and reader. Conversely, a helpless vocabulary can genuinely slow your understanding pace and breaking point your perception. Studies have indicated that the more effective are students that have a solid vocabulary and students that work in improving a restricted vocabulary. Furthermore, one exploration study found that a decent vocabulary, more than some other factor, was regular to individuals appreciating fruitful professions.<sup>2</sup> Norbert Schmitt expected that student have to mastery around 4.000 to 5.000 word families in the first five-years of beginning school.<sup>3</sup>

But in fact, the main problem in teaching English in school is student's weakness to use vocabulary because of their motivation in English is less. Students always get much trouble to achieve the great success in learning the skill. They have lack of vocabulary understanding the meaning of the words in the text, they do not know the context of word usage, cannot recognize the meaning of words, the speaker's speaking do not listened well of every single words, their writing task are not composed successfully, and get the trouble to speak effectively in English.

Based on the researcher pre-observing and interview some students in one of the school at UPTD SMP N 2 Tanjung Tiram, there are some factors why student difficulties to mastered vocabulary such as: 1) the students have less motivation to learn

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<sup>2</sup> Langan John, (2002), *Reading and Study Skills*, New York: Exclusive Rights by the McGraw-Hill Companies Inc. p. 341

<sup>3</sup> Norbert Schmitt, (2000) *Vocabulary in Language Teaching*, Cambridge: Cambridge University Press, p. 3

about vocabularies, 2) the student still difficulties to memorize vocabulary, 3) they do not interest to memorize the vocabulary, 4) their parents not motivate and support the students, 5) and the teachers in learning process only use a traditional method to teach vocabulary and still monotonous

By this conditions, the researcher conclude to teaching vocabulary the teachers need to find, use appropriate method and creative to get successful learning vocabulary, the English teacher should apply the appropriate teaching strategy to solve the problem. Teaching strategy is a way of a material presented during the teaching and learning process. In teaching strategy plays a very important role in increasing the quality of education.<sup>4</sup> Using the method is a needed to learn vocabulary because can be used to attract the students and can tackle the issue in training vocabulary is by utilizing method. The students will have a great time and not bored, yet they will learn new words.

The use of a variant method or strategy in encouraging considered is one of the arrangements. One of the technique that can be utilized to tackle the issue in instructing. The utilization of various method when instructing jargon is considered as an answer. One of the method that can be utilized to tackle the issue in instructing English vocabularies is utilizing Show and Tell method (S&T) method.

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<sup>4</sup> Yani Lubis, (2019), *The Effect Using Sensory Images and Questioning Strategies On the Students' Ability in Reading Comprehension*. Journal IJIERM, Vol.1 No. 1 September – December, p. 33

Gordon, M & Harel, D stated that Show and Tell method (S&T) is a new method. This method combines the method of natural language parsing with the interaction, use of this method to make students interface with their classmates and teachers, students can show object and tell the object in front of class to make students confident and smarter. The use of Show and Tell method is very good to help the teaching and learning process, which can improve student's intelligence in remembering and mastering vocabulary.<sup>5</sup>

Show and Tell (S&T) method is the essential activity to prioritize the ability in communication simply. This activity aims to bring students speaking in the class and get students' interested with the simple things every day. Students can tell about anything they want and remember new vocabulary. This method so many another benefit to encourage students get many vocabularies and make students to motivate to learning English.

During the learning process, Show and Tell method can be applied as the appropriate method to get students' excited in reviewing the vocabulary. It attracts their attention during English learning process. They learn to work in cooperation as member of group and also learn to respect each other. This method gives the enjoyable atmosphere in the class. Student get interested and happy in learning. This method gives the opportunity to students to revise the vocabulary and recall the past events. It

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<sup>5</sup> Gordon, M and Harel, D. (2000) *Show and Tell Play in Combining Natural Language With User Interaction For Specifying Behavior*, Weizmann Institute of science. Rehovot, Israel., p. 361

helps them remembering the connection of words with it. They will be more active in the classroom. Their motivation that given by the English teacher is applied by giving a present for who an excellent test. Therefore, this method services many attractive and enjoy learning is proposing to help the English teacher in teaching vocabulary.

This method is one of the method that simple to use in mastering vocabulary. It has numerous focal points. This method likewise will help and empower for some, students appreciate the subject and mastering vocabulary. It is imperative to the students to build up their aptitude in learning English language. So that, the instructor needs to utilized fascinating procedure to educate vocabulary.

Moreover, when the English teacher apply the various and excited strategies in teaching vocabulary, the students will get the easy thing in mastering it. As the explanation above, the researcher is interest to conduct a research under the title **“IMPLEMENTATION OF SHOW AND TELL METHOD TO IMPROVE STUDENTS’ VOCABULARY MASTERY AT UPTD SMP NEGERI 02 TANJUNG TIRAM.**

## **B. Identification of the Problems**

The identifications of problem are:

1. The students’ interested in learning is low.
2. The students have less motivation to learn about vocabularies.
3. The students still have difficulties to memorize the vocabulary.

4. Students still have difficulties to understand the meaning of the vocabulary.
5. The students do not interest to memorize the vocabulary.
6. The teacher uses an uninteresting method/technique/approach/model to teach vocabulary.

### **C. Formulation of the Problems**

After analyzing what the writer discussed in the problems above, the following step is to make of the problems. Based on the problem above can be formulated as follow:

1. How is the implementation of show and tell method to improve students' vocabulary mastery?
2. How is the improvement of students' ability through show and tell on students' vocabulary mastery?

### **D. The Objectives of the Study**

Each research must have purpose, it depends on the topic, which carries out, consist of:

1. To describe implementation show and tell method to improve students' vocabularies mastery.
2. To describe the improvement students' vocabularies mastery through show and tell method.

### **E. The Significances of the Study**

The result of this study is used for:

- a. For the students, this research can improve students' English vocabulary through the implementation of Show and Tell Method.
- b. For the teachers, this research can be used as the input of how to improve students' English vocabulary so that the students can master how to memorize vocabulary through the implementation of Show and Tell Method.
- c. The other researchers who want to get more knowledge about vocabularies, this research can be a reference to their research.

### **F. Limitation of Study**

Based on the statements of the problem, there are a big number of problems to the researcher related to English vocabulary mastery. Therefore, the researcher would like to limit on learning method to improve the students' vocabulary mastery in memorizing noun. However, there are lots of teaching method which can be done by teacher to solve these problems. In this research, Show and Tell method is used to increase the students' vocabulary mastery at the seventh grade of UPTD SMP Negeri 02 Tanjung Tiram.

## CHAPTER II

### REVIEW OF LITERATURE

#### A. Theoretical Framework

This is available in order to give clear thought being applied in this research that is on using Show and Tell method in instructing for students' vocabulary mastery. To help the thoughts of this research, a few theories and some data will be incorporated to enable the essayist to plan this research.

##### A.1. Vocabulary

As indicated by Caroline T. Linse, "Vocabulary is the assortment of words comprise of things, action words, descriptors, intensifiers, and relational words that an individual knows."<sup>6</sup> In other definition, Elfrieda H. Hiebert and Michael L. Kamil stated that vocabulary is the specify of words where in listening or reading a person can appoint the meaning.<sup>7</sup> In other expert that give different definition about vocabulary. Richard and Renandya said that vocabulary is the language unit expertise which gives much of the basis in speaking, listening, reading and writing well.<sup>8</sup> So, the writer can make a conclusion that the vocabulary is some words that consist of noun, verbs, adjective and etc., That can show a meaning to listener or reader and its can help students in speaking, listening, reading well.

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<sup>6</sup> Caroline T. Linse and David Nunan, (2006) *Practical Language Teaching: Young Learners*. New York: McGraw-Hill, 2006, p. 123-127

<sup>7</sup> Elfrieda H. Hiebert and Michael L. Kamil, (2005) *Teaching and Learning Vocabulary: Bringing Research to Practice*, New Jersey: Lawrence Erlbaum Associates, Inc., p. 3.

<sup>8</sup> Jack C. Richard and Willy A. Renandya, (2005) *Methodology in Language Teaching: An Anthology of Current Practice*, New York: Cambridge University Press, p. 225.

Vocabulary is a part of the essential elements in language learning. Citravelu and Saratha gives the thought that vocabulary which make up a language constitutes vocabulary. The students should master it as the basic competence. They have to master vocabulary as one of the four language skills; listening, speaking, writing and reading. Comprehending vocabulary determines the ability of another English skill. They can communicate well with others with good competence of vocabulary.<sup>9</sup>

With vocabulary people can interact with the others, and they communicate with others and know each other and become a society. Allah SWT said in Al-Qur'an, surah Ar-Rahman 1-4:

الرَّحْمَنُ عَلَّمَ الْقُرْآنَ خَلَقَ الْإِنْسَانَ عَلَّمَهُ الْبَيَانَ

**The meaning:** The most merciful, taught the Qur'an, Creates man, (And) taught him eloquence.<sup>10</sup>

The Qur'an verses above tell us that Allah SWT who created man and taught the human with the good talking. This mean, our speaking and vocabulary mastery comes from God. As a human being we can only dig and develop our potential in speaking.

Vocabulary mastery is a part of segment to comprehend English as an unknown dialect in all level from basic into the higher levels. In learning the four language skills (speaking, reading, listening, and writing). It is sensible, recollecting that the four language aptitudes need information on words since they do not get at all without vocabulary. As the

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<sup>9</sup> Asywal syarifuddin,(2009). *an analysis on the students' vocabulary mastery on SMP*, Program Studi Pendidikan Bahasa Inggris Fkip Untan

<sup>10</sup>Shehnaz Shaikh & Kausa Khati, (2014), *Quran English*, Tanzil: International Qur'anic



consideration they include a separate vocabulary section with the same ability in reading comprehension section. Know many words makes you are better likely to do such essential exercise.<sup>11</sup>

Vocabulary thoughts that are imparted by somebody. In the event that the vocabulary of somebody is restricted, a thought that can be communicated additionally restricted. Accordingly, on the off chance that one investigations the language for correspondence objects, students' needs to master vocabulary concentrated sufficiently. vocabulary ought not be viewed as considerable rundown of words that ought to be characterized and retained. Conversely, the vocabulary ought to be a fundamental part in the utilization of language is logical and important.

Allah SWT. tells about vocabulary in Al-Baqarah 31:

عَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

*“And He taught Adam the names of all things; then he placed them before the Angels, and said “Tell Me the names of these if you are right”<sup>12</sup>*

Based on the clarification above, the researcher presumes that vocabulary implies the absolute number of words including things, action words, descriptors, modifiers, and relational words for which an individual can dole out implications, and it tends to be contended that vocabulary has rundown of words as well as it become fundamental of individuals to impart.

---

<sup>11</sup> Nist L.Sherrie and Mohr Carole. (2002), *Improving Vocabulary Skills*. Townsend Press, USA, p.1.

<sup>12</sup> Lajnah Pentashih Mushaf Al-Qur'an, *Al-Jumanatul Ali Al-Qur'an dan Terjemahan*, (Bandung: CV Penerbit J-Art, 2004), p. 6.

Vocabulary is important because it is words which carry list of words their meaning the content of what we want to say.

In hadist, Rasulullah SAW said that:

إن الله و ملائكته وأهل السماوات واهل الأرض ضين حتى النملة في جحرها و حتى الحوت  
ليصلون على معلم الناس الخير

"Allah and his angels and the inhabitants of the heavens and the earth even the great ants and fish of the sea are praying for those who teach goodness to person"

## A.2. Types of Vocabulary

A lot of training are needed by everyone in learning vocabulary including to keep them in mind and review it when talking or composing. Subsequently, there are two sorts of vocabulary, to be specific open (uninvolved) jargon and beneficial (dynamic) vocabulary. Responsive vocabulary (detached) incorporates words that perceived by somebody when it is listened or seen yet the person can't deliver it fittingly in talking or composing. Then profitable (dynamic) vocabulary incorporates words that surface in people's psyche consequently when the individual produce spoken or composed sentence. To put it plainly, open vocabulary incorporates the words so we perceive when we hear or see them. Beneficial vocabulary, then again, incorporates those words that we use when we talk or compose.

In contrast of their useful classifications, Hatch and Brown group words become grammatical features, which incorporate things, action words, modifiers, and intensifiers.

Notwithstanding these significant classes, there are pronouns, conjunctions, articles, and contributions..<sup>13</sup>

**A noun** alludes to an individual, spot, or thing.<sup>14</sup> It is a word (or gathering of words) that is the name of an individual, a spot, a thing or action or a quality or thought; things can be utilized as the subject or object of an action word. Things can be isolated into subclasses. They are: Proper things (e.g Australia, John, etc) contrast from the normal things (ex: nation, essayist, treats, and so on) Theoretical things (ex: kinship, bliss, sentiment, and so on) vary from such solid things (ex: house, bloom, garden, and so forth) Countable things (ex: kids, dresses, guitars, and so forth) contrast from uncountable things (water, sugar, sand, and so on) Aggregate things ( ex: group, herd, panel, armada, and so forth), which speak to a gathering of individuals, creatures, or thing.<sup>15</sup>

**Verbs** are words will be words that signify or depict an activity, experience or state. Vendler as referred to in Hatch and Brown, places action words into four classes: exercises (run, walk, tune in to), achievement (paint an image, execute, put), accomplishment (perceive, comprehend, hear), and states (want, love, have).<sup>16</sup>

**Adjectives** are are utilized to feature characteristics and properties.<sup>17</sup> The kinds of modifier are appropriate descriptor (ex: Korean, American, Indonesian), Descriptive Adjective (ex: brilliant, attractive, pretty), Quantitative Adjective (ex: many, a number of, a few). Numeral Adjective (ex: initial, two, third, four, single, twofold, many, few),

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<sup>13</sup> Evelyn Hatch and Cheryl Brown, *Op.Cit.*, p.218.

<sup>14</sup>*Ibid.*, p. 219

<sup>15</sup> Arif Yosodipuro, (2016), *Smart English Grammar: Simple, Meaningful, and Argumentative*. Jakarta: PT Gramedia Pustaka Utama. p. 1.

<sup>16</sup> Evelyn Hatch and Cheryl Brown, *Op.Cit.*, p. 222-223.

<sup>17</sup>*Ibid.*, p. 228

Demonstrative descriptor (ex: this, that, these, those), distributive modifier (each, every, either, not one or the other) <sup>18</sup>

**Adverb** is a word that gives the significance of an action word, modifier, another intensifier or an entire sentence. Modifiers are like descriptors from numerous points of view despite the fact that they normally relegate traits to action words, to proviso, or to whole sentences instead of to things.<sup>19</sup> Adverbs of spot like here, there, wherever are utilized as methods of highlighting the area of articles. Qualifier of time like now, tomorrow, and yesterday are utilized as an underlying to stamp time. Qualifier of way, for instance gradually, rapidly, merrily are utilized to tell the way or manner by which something occurs. Verb modifier of recurrence, for example, nearly, consistently, never are utilized to disclose to us how regularly something is done or occurs. <sup>20</sup>

**Pronouns** a word which worked to supplant someone or something.<sup>21</sup> o, pronouns allude to things. They have just been referenced in the talk of point ahead to a thing that we are going to specify.<sup>22</sup> It implies that thing is a word that is utilized instead of a thing or an expression.

**Conjunction** is a word that relates the sentences, phrase, or clause. Conjunctions have a wide range of types, however when we hear the term we generally consider and, or, yet. These are called planning conjunctions. Word intensifying conjunctions (in light of the

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<sup>18</sup> Arif Yosodipuro, *Op.Cit.*, p. 27.

<sup>19</sup> Evelyn Hatch and Cheryl Brown, *Op.Cit.*, p.230.

<sup>20</sup> Arif Yosodipuro, *Op.Cit.*, p. 45.

<sup>21</sup> Tien Rafida, (2014), *Basic English*, Singapore International Press, p. 15.

<sup>22</sup> Evelyn Hatch and Cheryl Brown, *Op.Cit.*, p.234.

fact that, while, except if) are at times called sensible connectors since they explain the connection between the connected condition.<sup>23</sup>

**Prepositions** are each one of those words that help find things and activities in existence. In this sense they share much with qualifiers.<sup>24</sup>

**Articles** (a, an, the) and demonstratives (this, that) are significant in light of the fact that they help us to guide our items toward carry them to the consideration of our audience members.<sup>25</sup>

Things, action words, modifiers, and intensifiers are viewed as the significant word classes. They are likewise regularly the words substance which have semantic characteristics that can be depicted. Interestingly, pronouns, relational words, conjunctions, and determiners are regularly called work word on the grounds that their importance show how we are to decide connection between words in expression.<sup>26</sup>

For example, there is a vocabulary that a student is fit for perceiving and seeing however thinks that it's hard to properly utilize the vocabulary in talking and composing setting. Accordingly, it is called open vocabulary. For another situation, there will likewise be vocabulary which a student can review and utilize effectively with regards to talking and composing; it is the thing that Ruth Gairns and Stuart Redman mean as productive vocabulary.

Teachers and students need to focus on the procurement for creation of those lexical things that will be generally helpful for everybody. Another sort of consideration ought to

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<sup>23</sup> *Ibid.*, p.238.

<sup>24</sup> *Ibid.*, p. 243.

<sup>25</sup> *Ibid.*, p.247.

<sup>26</sup> *Ibid.*, p. 234.

be given to the securing so receptive vocabulary which can frequently be understood using relevant and collocation pieces of information. The fundamental gainful and responsive vocabulary does exclude specific lexical things that are required for a specific work or calling.<sup>27</sup>

Furthermore, as indicated by Nation, vocabulary is isolated to four sorts dependent on recurrence and reach vocabulary regularly located in the language; those are high recurrence words, scholarly words, specialized words, and low recurrence words.

a. High recurrence words

High recurrence words will be words that contained around 3000 words families that most every now and again happened in communicative language. The 3000 word families are a more academic measure and dependent on Schmitt's exploration, its inclusion 87% of words in formal content and 95% in casual spoken content. Schmitt said that more vocabulary than 3000 words can make students ready to convey in more circumstances than expected.

b. Low frequency words

All of the word families which the words known are worth learning depend on learner's passion, background of study or present studies. They are of employment; social, cultural natural environment and so on. The words just occur rarely.

c. Academic word

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<sup>27</sup> Betty W. Robinett, *Teaching English to Speakers of Other Language* (New York: University of Minnesota Press, 1987), p. 132

The more frequently of words families are in academic context (textbook, lectures, handouts, journal article) than in non-academic usage in different disciplines.

d. Technical words

The word families in low frequency are used in specific discipline, profession, culture or others. They are usually known only by people with an interest in applicable area.<sup>28</sup>

To learn second language, especially English, mastering vocabulary is the essential part where the learners needed to learn. Of course to increase their vocabulary, learners should initially want to grow their insight into words significance, just as a promise to concentrating new words.

Unfortunately, it is so hard to find the students who have commitment to studying vocabulary because they think that learning vocabulary is hard and boring. Therefore, all English teachers have to apply an appropriate method in teaching English so the students can feel fun in the class. When they enjoy the class, it will be easier for them in memorizing vocabulary.

### **A.3. Importance of Vocabulary.**

Vocabulary is the primary element for students in understanding language. language skill is learnt easily when many vocabularies they have. In foreign language, learning vocabulary is one that is emphasized. Students have to develop their vocabulary. Research studies have shown the strong links between having an extensive vocabulary and achieving

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<sup>28</sup> I.S.P. Nation, *Teaching Vocabularies: Strategies and Technique*, (Boston: Heinle Cengage Learning, 2008), p. 7-11

school success. students regularly instinctually perceive the significance of vocabulary to their language learning.

Building up a decent vocabulary will assist them with improving their capacity in learning vocabulary. Many of the vocabulary in English reading material must be learned. Without it nobody can communicate in or comprehend the language. It implies that individuals can't compose a word or make a sentence well, when they don't master it.

#### **A.4. Principles for Teaching and Learning Vocabulary**

There are seven standards which English language instructors ought to be thought of. By maintaining those standards, it will give a commitment in teaching learning process, particularly educating vocabulary. The teacher can show students maximally and students get rich learning experience.

Instructing vocabulary is basic to understand writing. Building word mindfulness and vocabulary information requires the understudies to make an individual development of importance. The cycle to encourage the jargon may have varieties starting with one instructor then onto the next, yet this, manual gives a straightforward structure that can help setting up a system that will address understudies from various degrees of capability.

Prior to showing the understudies, the educator need think more how to introduce vocabulary in the class. It is important in making exercise arrangement. Prior to introducing vocabulary, the teacher ought to think about the elements as the establishment in introducing vocabulary. The educator should realize how much vocabulary to introduce. The accompanying elements are:

- a. The level of the students



The teacher should know the degree of her/his understudies whether amateur, middle of the road or progressed

- b. The student's feasible knowledge of the words.

The student may have known the words before despite the fact that the words not part of their dynamic jargon.

- c. The trouble of things.

The teacher should know whether the words hard to articulate or hard to locate the genuine importance for her/his understudies.

- d. The education capacity.

The instructor should know whether simple to show or clarify the words.

- e. Items are being learned for production or for recognition only.

The teacher should know whether the words for speaking and writing or listening and reading only.<sup>29</sup>

Based on the factors above, the teacher should consider that vocabulary item should be learned in context, teacher may use other different sources if it is necessary.

#### **A.5. Vocabulary Teaching Technique**

Before we discuss about vocabulary teaching technique, we must know what is the technique, technique according to Merriam Webster technique is the way that gives the details are treated or basic physical movements are used, also a ability to treat such details

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<sup>29</sup> Scott thornbury, *How to Teach Vocabulary* (England and Associated Companies, 1988), p. 75-

or use such movements and a method of accomplishing a desired aim.<sup>30</sup>In Learning vocabulary there are some Technique that usually applied in learning process, those are:

#### **A.5.1. Hidden Words**

Hidden words is one of method that usually utilizing in teaching vocabulary and it's a simple technique. Usually, we can get this technique in TTS (Teka teki silang), in this technique we must find out the letters that one line and there is a meaning of that words, in this technique we must memorize many vocabularies so that we can find out the words easy, cause this technique need much vocabulary and in this technique we obligated to memorize many vocabularies.

#### **A.5.2. Tongue Twister**

In this technique we usually use for habit in speaking well, because in this technique we learn a pronunciation, and to habit our speaking well. This technique used by repeating some words that almost same in pronunciation in one sentences. And habit our tongue in speaking well for example, - six sick hicks nick six slick bricks with picks and sticks – how can a calm cram in a clean cream can? – the thirty thieves thought that they thrilled the throne throughout Thursday.

#### **A.5.3. Fill in the Blanks**

The fill in the blanks is often looked easy when we try our ability like exercises thought fill in the blanks, you can try our ability in vocabulary and known a new vocabulary, usually this technique is a simple because in the test we helped by a picture that patch beside the blanks. Like; the picture that some children kick a ball. Its mean “playing football”.

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<sup>30</sup> Cynthia M Thomas, 2002, <http://WWW.Definitionoftechnique.com>. Accessed on 05 February 2020 at 15.15

#### A.5.4. Show and Tell

Show and tell is as a method of learning vocabulary in which students can tell about object or another. Students can tell in front of class and think what students want, according to Tilar “show and tell method is activity communicate simple. Teacher can ask students to tell and show object in classroom. The purpose of this activity is to train students to get sensitives simple things every day”.<sup>31</sup>

In al-quran show and tell method can also be interpreted with the story method as Allah says in Al-Qur’an surah Huud verse 120:

وَكُلًّا نَقُصُّ عَلَيْكَ مِنْ أَنْبَاءِ الرُّسُلِ مَا نُنَبِّئُ بِهِ فُؤَادَكَ وَآءَاكَ فِي هَذِهِ الْحَقِّ وَمَوْعِظَةً وَذِكْرَى لِّلْمُؤْمِنِينَ

*"And each (story) We relate to you from the news of the messengers is that by which We make firm your heart. And there has come to you, in this, the truth and an instruction and reminder for the believers."*<sup>32</sup>

This verse explains that Allah Almighty has told the story of the previous Apostles with his people, such as the events of dispute and enmity between them, the saving of believers and the punishments of the prophets because of their deniers and hurts them and so on, all of them are useful to strengthen the hearts of the messenger of Allah like a mountain that is not swayed by anything to carry out its apostolic duties and broadcast its dakwah because it has imitated the previous Apostles who had faced a great challenge from their people. Aside from that, these stories also instill solid truths, deep convictions about what the Apostles called for, like the creed that Allah Almighty is One, repenting and

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<sup>31</sup> H.A.R Tilar. (2013), *Media Pembelajaran Aktif*. Bandung: Nuansa Cendikia. p.103

<sup>32</sup>Departemen Agama RI, (1996), *Al Quran Al Karim dan Terjemahannya Departemen Agama R*, Semarang: PT. Toha Puta.

worshiping Him sincerely, leaving behind both the real evil and the unreal. All of these are teachings and warnings that are beneficial for those who believe that the previous people did not impose doom on him because they have done persecution and destruction on earth.

Based on explanation above researcher conclude that show and tell method is a method to learning students to show and tell an object and activities to express opinions, feelings, desire, and experiences related to object or another.

Based on some technique above, the researcher chooses one technique that is Show and Tell method.

#### **A.6. Procedures of Show and Tell Method**

There are several steps to teach vocabulary with show and tell method, which is as follows: 1) students bring an object to tell in the classroom, 2) the teacher ask them to describe it, 3) teacher give questions some related to object, 4) students discuss about the object, 5) Teacher can ask students two or more students to tell about object and other, 6) after that students some forward to present the object that has been brought and analyzed.

There are some advantages and disadvantages to teach vocabulary with show and tell method according to Ningsih as follows:

##### **A.6.1. Advantages of Show and Tell Method**

- a. An easy method, so it is appropriate to apply to students
- b. Teaching a specific object, making it easier for a child to tell something
- c. Giving the opportunity for children to be more active because of emphasizing approaches during learning activities.

### A.6.2. Disadvantages of Show and Tell Method

- a. Applying this method should be done by teacher supervision. This problem because this method needs the guidance if learner's difficulty in telling the object.
- b. Applying this method cannot be taught in unusual happened It needs the object substantive and experienced will be given.
- c. The minimum time occurs because every student should perform in front of to tell and show their object.<sup>33</sup>

### A.7. Definition of Mastery

The word mastering came from the word 'master', it means that to become experienced or capable in the use of. Master is the whole control or strength over anything; thorough comprehending or good skill.<sup>34</sup> In the other hand, mastering is to become master of or to become skilled or proficient in the use of.<sup>35</sup>

Mastering Vocabulary isn't just about the quantity of vocabulary that we can remember, yet in addition the rightness of the articulation, on the grounds that retaining numerous words with wrong elocution implies retaining nothing. For this case, teachers play a significant being developed the student's information.

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<sup>33</sup> Ningsih, Okki. R. M. *Meningkatkan percaya diri melalui metode Show and Tell pada anak kelompok A TK Marsudi Putra*, (Palbapang, Bantul, Yogyakarta, 2014) P. 36

<sup>34</sup> Longman, *Advanced American Dictionary New Edition*, (England: Pearson Education Limited, 2008), p. 622

<sup>35</sup> Merriam-Webster's *Collegiate Dictionary Eleventh Edition*, (USA: Merriam-Webster Inc, 2003), p. 764

### **3. Related Study**

The researcher some relevance studies to support this study. Thar relevance studies are:

1. One of the relevant studies is from Khaerunisa (2018), the title is “The Implementation of Hidden Picture Game to Improve Students’ Vocabulary Mastery at Seventh Grade of MTs Negeri Lubuk Pakam”. She said in the process her learning with this method the students were more active, enthusiastic, and interested in the learning activity, it can be concluding that the implementation of hidden picture game was effected to improve the students’ vocabulary mastery.
2. The second relevance is from Yogi Endarweni (2014), the title is “Implementing the Show and Tell Technique to Improve the Speaking Skill of Grade VIII Students at SMP Pembaharuan Purworejo”. The result of this research it shows that the implementing of the show and tell technique was effective to improve the student’s speaking skill. She said students very interesting and students more participate in their class.

Based on the relevance studies above, the researcher is sure that Show and Tell method also can improve students’ vocabulary mastery for the seventh grade students at UPTD SMP N 02 Tanjung Tiram.

### **4. Conceptual Framework**

Many students have the mindset that vocabulary is exceptionally troublesome. So to show it needs an appealing strategy or technique to make it simpler. The instructors' method is so significant in educating and learning measure since it will impact the students'

to join the exercise and improve their enthusiasm for learning. Vocabulary is one the important thing of language to be taught. Without vocabulary, grammar cannot be conveyed. The first thing needed to comprehend by language learners is mastering vocabulary. Vocabulary mastery supports the four language skill. All of those skill reached well when the learners understand the meaning of the words or vocabulary. In conclusion, vocabulary is an essential part to be taught for students.

Students in UPTD SMP N 2 Tanjung Tiram have some problems which are related to vocabulary skill. They still having a lot of trouble to memorize the unfamiliar words that they heard or read in the text. They had difficulties in understanding or comprehending the meaning of unfamiliar words.

In teaching, the teacher needs to utilize different method on the grounds that by utilizing it, it can cause the understudies to have enthusiasm for concentrating particularly English by utilizing method in learning vocabulary. By utilizing the method will give inspiration, fun and intriguing to the students and they will have the option to comprehend the exercise without any problem. Based on that fact English teacher have to choose the best way, approach or technique, or media which is going to be used when teaching vocabulary. Technique or method can be modified into attractive teaching aids and the students will be motivated as well.

Show and tell method is still rarely use in learning vocabulary. With this technique the students will create a sense of curiously, how does it work, what are advantages, is interesting or not. So that students will study carefully and they will feel a different atmosphere, yet still fun. This method can be use as one of interesting activities to review their vocabulary during the lesson. It can Attract the students' attention in the teaching and

learning process. Students can learn how to work and cooperate as a group and also learn how to appreciate each other. This method can create an enjoyable environment. Students can enjoy fun and joyful learning and this method can help students revise their vocabulary and recalling something that happened in the method. It may help students remember the language connected with it, because of that students will be lured to become more active in the classroom. The English teacher can also increase the students' spirit and motivation by giving a reward for students that got an excellent test. Therefore, this method services many attractive and enjoyable learning is proposing to help the English teacher in teaching vocabulary.

Show and tell method is one of the games that is simple to use in teaching vocabulary. It has numerous points of interest. This game additionally will help and empower for some, students appreciate the theme and teaching vocabulary. It is imperative to the students to build up their ability in learning English language. So that, the teacher needs to utilize an intriguing procedure to instruct vocabulary.

## **5. Actional Hypothesis**

Based on the conceptual framework, the hypothesis of this research is "Show and tell method can improve students' vocabulary mastery especially for seventh grade at UPTD SMP Negeri 02 Tanjung Tiram.



## CHAPTER III

### METHOD OF THE RESEARCH

#### A. Research Setting

This study uses the classroom action research (CAR), with the several processes; they are preliminary study, planning of the action research, observation, and reflection, and then make the result. It is popular way in this period. Preliminary study included the students low in vocabulary skill, the students have poor motivation in vocabulary skill. Classroom action research begins with a finding reference about the classroom experiences, issues, the problem of the class, etc. It will help the teacher to explore and examine the several aspect that should be prevented and improve the study and learning process and Classroom action research is the examination where blend the exploration systems with considerable activity, an activity which going on request teaches, or someone's push to understand what is while join to the way toward improving and expanding.<sup>36</sup>

In the field of schooling, particularly practically speaking the examination, activity research round into class activity research. Classroom Action Research is activity research

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<sup>36</sup> Rochiati Wiratmaja.1993. *Metode Penelitian Tindakan Kelas*, Bandung. PT Remaja Rosda Karya, p.11

executed in class when study happen. Classroom action research conducted as an intend to improve study quality..<sup>37</sup>

In contrast of the definition above, the researcher reason that classroom action research is the best approach to make the learning cycle more dynamic and make students fascinating in learning English, and as the choices to improve their training, it meant to improve students learning and the accomplishment in learning process. Subsequently, it included four stages, to be specific: planning, action, observation, and reflection.

### **B. Subject of Research**

The subject of this research was the seventh grade students of UPTD SMP NEGERI 02 TANJUNG TIRAM, which consists of thirty students. Because the writer found that the students had some difficulties on vocabulary mastery, so that the students' needs improving vocabulary mastery.

The researcher chosen this school is on the grounds that this school has a great deal of students' variety. This school additionally has bunches of notoriety and specialist sure that it helped the researcher did the exploration in this school. The subject of this research at Class VII that consists of 36 students, 23 females and 13 males.

### **C. Procedure of Research**

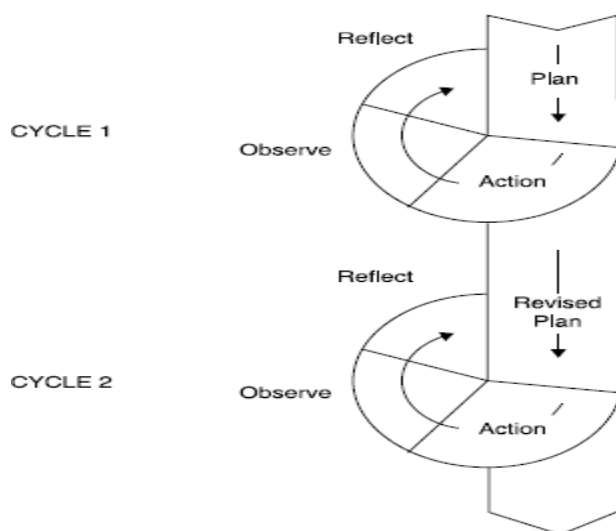
The researcher conduct classroom action research. There are four steps in one cycle for doing classroom action research. They are planning, action, observation, and reflection.

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<sup>37</sup> Chandra Wijaya and Syahrums. 2013. *Penelitian Tindakan Kelas*, Bandung, Cita Pustaka Media Perintis, p.39

The researcher utilized a Classroom Action Research (CAR) planned by Kemmis and Mc Taggart model that comprise of four stages in particular, planning, action, observation, and reflecting. Improvement the issue in this examination is achieved by the arrangement of cycle.

The figure is below:



**Figure 3.1: Action Research Spiral, Model from Kemmis and Mc Taggart**

Based on the figure above there are essential steps in spiraling process through which participants in an action research group undertake to:

1. Develop a plan of critically informed action to improve what is already happening.
2. Act to implement the plan
3. Observe the effects of the critically informed action in the context in which it occurs, and
4. Reflect on this effects as the basis for further planning a successions of stages.<sup>38</sup>

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<sup>38</sup> Burns, Anne. *Doing action research in English language teaching*. (New York: Routledge, 2010) p. 32

## 1. Cycle I

### a) Planning

In this phase the researcher conducted some activities to make the teaching and learning process interesting. The researcher arranged the lesson plan based on the teaching material, improves the teaching technique, prepare the teaching aid and also prepares the sheet of the observation to observe teaching and learning process in this cycle.

### b) Action

Doing the activity based lesson plan which is made. In teaching and learning activity, the students are guided to study vocabulary by using Vocabulary technique and here are some steps:

#### **Teachers' Activities:**

- a. Ask students to bring their favorite object in paper form, then show and tell in front of class.
- b. The teacher give chance the students' performance and tell about the object in front of class and other students attention of his friends.
- c. The instructor advises the students to focus on object that.
- d. Providing worksheet, invigorate the students to manage the work.
- e. Collecting their errand
- f. Ask them to give a finish of material.

**Students' activities:**

The students simply quiet and focus on educators' clarifications and afterward do instructors' guidance, looking and adding vocabularies that the educator asked them, after that the students take care of the work that the students got from the educator and give the finish of the material asked by educator. Toward the finish of educating and learning action in each cycle, the instructor gives a test to assess the students result for instructing and learning measure.

**c) Observation**

Perception made during the learning cycle ought to be on going and observer does a joint effort in execution with the English teacher of the class. Here are the instruments utilized, 1) Field note, 2) Recording the circumstance, 3) Collecting information (students test)

**d) Reflection**

A reflection is impact to examine what has done. The consequence of reflection is use to build up the subsequent stages of the exploration. This exploration is plan in classroom action research. It is reason to improve student's vocabulary mastery. Prior to doing the cycle, the research utilizes starter examination to recognize the issues in educating and learning process. There are two cycle in this classroom action research. They are first cycle, and second cycle. Each cycle has a few stages, for example, identifying zone center (planning), collecting information (action), analyzing and interpreting information (observation), build up an activity arranging (reflection).

The researcher 's reflection is finished by talking about with his partner. Note of need, incongruence among activity and situation or diverse reaction of students that normal. They are investigation of the observation, recognizable proof of the problem and discover the elective choice of the problem. If this cycle disappointment close to cycle II.

## **2. Cycle II**

The second cycle is done based on the result of reflection from the first cycle. If the result from observation was still low in classroom action research, it is needed another action in order to make improvement of the quality for the next cycle the topic. During give the treatments, mastery vocabulary test was providing for the students. Students are trying by posing them to answer inquiries different decision.

### **D. Instrument of Collecting Data**

The researcher use of validity collection instrument consists of Observation, Test, Interview and Notes

#### **1. Observation**

Observation is action which forms interpretation and values of theory. In addition, researcher also will do observation with classroom action research, so researcher will join in class. In this case, the researcher is the teacher. The researcher will use field note, field notes are used to observe and to know the situation and activities during teaching learning process. By using field note the researcher would like to know class situation and participation of students.

#### **2. Test**

Test is an instrument of systematic procedure for measuring a sample of behavior by posing a set of questions in a uniform manner.<sup>39</sup>The researcher use data from evaluation test to know the result of learning vocabulary after the teacher has use show and tell method, to know the changeable on students vocabulary material between learning process with explanatory method and learning process through show and tell method. The researcher would compare the result of students score in the first and second cycles based on the criteria of success. Test is done to know student's achievement so that the researcher knows the student's improvement can be reached by the students.

### 3. Interview

Interview is conversation aimed to get information usually consisted of two person or more. In this case the interview aims to get the information about students' mastery vocabulary before conducting the research.

### 4. Diary Notes

Notes are used to write students activities in the class during the teaching and learning process. The important one of this observation, there is an advisor when the writer teach and research in the classroom. She is an English teacher at UPTD SMP N 2 TANJUNG TIRAM.

## **E. Technique of Data Analysis**

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<sup>39</sup> Jihad Asep. Abdul Haris, *Evaluasi Pembelajaran* (Yogyakarta: Multi Pressindo, 2013), p. 110

The study applied quantitative and qualitative data in qualitative data the researcher use diary notes, and interview she et. The quantitative data was collected and analyzed by computing the score of students' vocabulary test. To know the mean of students score, the writer applied following the quantitative formula:

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

Where:

M: the mean acquired

$\sum x$ : the aggregate of the students' worth

N: the quantity of subject

To know the class rate, the researcher utilizes the recipe:

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

P : the class rate

F : complete rate score

N : number of understudies

In the wake of getting mean of students' score per activities, the researcher investigated whether there is any improvement of students' vocabulary score from pre-test up to students' normal score in cycle 1 and cycle 2. In examining that, the researcher utilizes the equation:

$$P = \frac{y - y_1}{y} \times 100 \%$$



P : percentage of students improvement

y : pre-test result

y1 : post –test 1

$$P = \frac{y2 - y}{y} \times 100\%$$

P : percentage of students improvement

y : pre-test result

y2 : post-test 2

In the qualitative data is examined by utilizing subjective information investigation intuitive model from Miles and Huberman. There are information decrease and end drawing and confirmation.

#### 1. Data Reduction

Data Reduction alludes to the compositions of choosing, centering, improving, abstracting, and changing the information that show up in reviewed field notes or record. Data reduction is happening as the researcher chooses which theoretical structure, which case, which examination question, and which information assortment ways to deal with pick. In this stage, the researcher need separate the exact information from the wrong ones. Through the information decrease the analyst centers around the information that will be investigated. It very well may be simple for analyst to proceeds with the gathering information.

#### 2. Data Display

Data display is the second stage by Miles and Huberman's model of qualitative data. This stage gives a sorted out and compacted gathering of data that licenses for end drawing. The researcher showed the information that were lessen so as to encourage for information translation. It displays in a table with the essential classes, for example, assessing usage of the Show and Tell method in vocabulary mastery.

### 3. Conclusion drawing or verification

And afterward, the second of examination action is end drawing and verification. End drawing, in our view is just 50% of a Gemini setup. End are likewise confirmed as the examiner continues. Verification might be as brief as transitory hesitation crossing the examiner's psyche during composing. whit a short outing back to the field notes, or it might be through and expand with protracted argumentation and survey among associates to create "intersubjective agreement," or with broad endeavors to imitate a finding in another informational index.

In this stage, the analyst will be made an end. The decision is a type of thick description. The end is the appropriate responses of the analyst issues that have been planned.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DATA ANALYSIS**

#### **A. Research Findings**

The data were examined by utilizing the quantitative and qualitative data. The quantitative data were gotten from all the scores of the tests given to the students during the exploration. The tests comprised of three sorts, they were pre-test, post-test I, and post-test II. Thereafter, the qualitative data were gotten from interview sheet, observation sheet, field note, and photography evidence. All these data were taken from a class which comprises of 36 students.

The research was refined in two cycles which directed in eighth gatherings. There was pre-test in the principal meeting before conducting the cycle. The first cycle incorporated the post-test I that was directed after the researcher showed the students in two gatherings. The second cycle incorporated the post-test II that was directed after the researcher showed the students in two gatherings as well. The means performed by the researcher in each cycle depended on the standard of classroom activity research in planning, action, observation, and reflection.

#### **A.1 The Quantitative Data**

The quantitative data were taken from the result of the test given to the students. The test given still relevant to the subject instructed and examines in the study hall in each cycle. There were two cycles comprised four gatherings in this examination and the test

was given in the remainder of each cycle. The aftereffect of the grade of students were show in the table.

### A.1.1 Pre Test

**Table 4.1**

**The Students' Score During Pre - test (cycle I)**

<b>No</b>	<b>Respondents</b>	<b>Score</b>	<b>Passing Grade of Students (<math>\geq 75</math>)</b>
1.	AS	70	Unsuccessful
2.	AI	70	Unsuccessful
3.	AN	80	Successful
4.	AU	50	Unsuccessful
5.	AL	87	Successful
6.	AH	47	Unsuccessful
7.	AM	30	Unsuccessful
8.	AZ	70	Unsuccessful
9.	BM	35	Unsuccessful
10.	DL	70	Unsuccessful
11.	DA	40	Unsuccessful
12.	DV	35	Unsuccessful
13.	DRH	60	Unsuccessful
14.	ES	75	Successful
15.	FIL	60	Unsuccessful
16.	FS	30	Unsuccessful
17.	IA	20	Unsuccessful
18.	IMH	87	Successful
19.	LMN	60	Unsuccessful

20.	MNF	70	Unsuccessful
21.	MN	75	Successful
22.	MT	75	Successful
23.	NHS	40	Unsuccessful
24.	RE	65	Unsuccessful
25.	RH	40	Unsuccessful
26.	RD	35	Unsuccessful
27.	RN	20	Unsuccessful
28.	RS	80	Successful
29.	SR	87	Successful
30.	SA	50	Unsuccessful
31.	SU	55	Unsuccessful
32.	SM	50	Unsuccessful
33.	SR	70	Unsuccessful
34.	SS	45	Unsuccessful
35.	SA	95	Successful
36.	SAY	75	Successful
	<b>TOTAL</b>	<b><math>\Sigma x = 2103</math></b> <b><math>M = 58,5</math></b>	

The pre-test was directed as the starter study or done before Classroom Action Research (CAR) to recognize the student's real capability and problem in vocabulary. In pre-test, there were 15 inquiries multiple choice.

To get the result of pre-test, firstly researcher determined the mean score

$$M = \frac{\Sigma x}{n}$$

$$M = \frac{2103}{36}$$

$$M = 58,5$$

Then, to the percentage of students who passed the KKM score, the researcher used the following formula:

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

$$P = \frac{10 \times 100 \%}{36}$$

$$P = 27,8 \%$$

In view of the consequence of the pre-test, the data indicated that the mean score of pre-test is 58,5. There were just eight students or 27,8 % of the students who got the score over the Minimum Mastery Criterion then the other 26 students were underneath that rule. From the breaking down, it could be seen that nearly of VII-A evaluation of SMP N 4 TANJUNG TIRAM student's vocabulary was still low.

#### A.1.2. Post Test I

**Table 4.2**

**The Students' Score During Post - test I (cycle I)**

No	Respondents	Score	Passing Grade of Students ( $\geq 75$ )
1.	AS	80	Successful
2.	AI	90	Successful
3.	AN	95	Successful
4.	AU	50	Unsuccessful
5.	AL	95	Successful
6.	AH	50	Unsuccessful

7.	AM	90	Successful
8.	AZ	70	Unsuccessful
9.	BM	50	Unsuccessful
10.	DL	95	Successful
11.	DA	45	Unsuccessful
12.	DV	75	Successful
13.	DRH	65	Unsuccessful
14.	ES	75	Successful
15.	FIL	65	Unsuccessful
16.	FS	50	Unsuccessful
17.	IA	40	Unsuccessful
18.	IMH	87	Successful
19.	LMN	75	Successful
20.	MNF	75	Successful
21.	MN	75	Successful
22.	MT	90	Successful
23.	NHS	45	Unsuccessful
24.	RE	65	Unsuccessful
25.	RH	50	Unsuccessful
26.	RD	45	Unsuccessful
27.	RN	40	Unsuccessful
28.	RS	85	Successful
29.	SR	87	Successful
30.	SA	90	Successful
31.	SU	60	Unsuccessful
32.	SM	65	Unsuccessful
33.	SR	70	Unsuccessful
34.	SS	75	Successful
35.	SA	95	Successful
36.	SAY	80	Successful

	<b>TOTAL</b>	<b><math>\Sigma x = 2609</math></b> <b><math>M = 72,5</math></b>	
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In the post test I the students score got expanding. In the post test I students had given the response to give more consideration to the teacher and asked the material they didn't know. The consequence of post-test I demonstrated the mean score of the class expanded to 75,5 which there were 19 students who passed the Minimum Mastery Criterion or KKM 75. The mean score got from the accompanying recipe:

$$M = \frac{\Sigma x}{n}$$

$$M = \frac{2609}{36}$$

$$M = 75,5$$

Then, the class percentage that's passed the Minimum Mastery Criterion, using the following formula:

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

$$P = \frac{19 \times 100 \%}{30}$$

$$P = 63,3 \%$$



## A.1.3. Post Test II

Table 4.3

## The Students' Score During Post - test II (cycle 2)

No	Respondents	Score	Passing Grade of Students ( $\geq 75$ )
1.	AS	100	Successful
2.	AI	75	Successful
3.	AN	100	Successful
4.	AU	75	Successful
5.	AL	100	Successful
6.	AH	75	Successful
7.	AM	90	Successful
8.	AZ	75	Successful
9.	BM	65	Unsuccessful
10.	DL	85	Successful
11.	DA	65	Unsuccessful
12.	DV	75	Successful
13.	DRH	75	Successful
14.	ES	75	Successful
15.	FIL	65	Unsuccessful
16.	FS	60	Unsuccessful
17.	IA	70	Unsuccessful
18.	IMH	90	Successful
19.	LMN	80	Successful
20.	MNF	80	Successful
21.	MN	75	Successful
22.	MT	85	Successful
23.	NHS	60	Unsuccessful

24.	RE	75	Successful
25.	RH	70	Unsuccessful
26.	RD	65	Unsuccessful
27.	RN	85	Successful
28.	RS	85	Successful
29.	SR	90	Successful
30.	SA	90	Successful
31.	SU	75	Successful
32.	SM	95	Successful
33.	SR	85	Successful
34.	SS	85	Successful
35.	SA	100	Successful
36.	SAY	100	Successful
	<b>TOTAL</b>	<b><math>\Sigma x = 2895</math></b> <b><math>M = 80,5</math></b>	

In the post test II the students score got expanding. In the post test II the state of class was very well in the wake of executing Show and Tell Method, the entirety of the students become effectively to the action given by teacher so the climate of class make the students intrigued to follow the exercise. The students could think about and perceive sort of thing.

From the table, the absolute score of the was 2895 and to see the mean of the students in the test, the analyst applied the accompanying equation:

$$M = \frac{\Sigma x}{n}$$

$$M = \frac{2895}{36}$$

$$M = 80,5$$

Then, the calculation of class percentage about the students who passed the Minimum Mastery Criterion or KKM:

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

$$P = \frac{28 \times 100 \%}{36}$$

$$P = 77,8 \%$$

It showed in the post test II more than 70% students could improve their vocabulary by using Show and Tell Method.

## B. Data Analysis

### B.1. The Quantitative Data Analysis

**Table 4.4**

**The Students' Score During Cycle I (Pre-Test and Post Test I)  
and Cycle II (Post Test II)**

No	Initial of Students	Score		
		Pre Test	Post Test I	Post Test II
1.	AS	70	80	100
2.	AI	70	90	75
3.	AN	80	95	100
4.	AU	40	50	75
5.	AL	87	95	100
6.	AH	47	50	75

7.	AM	60	90	90
8.	AZ	80	90	75
9.	BM	70	70	65
10.	DL	70	95	75
11.	DA	40	45	65
12.	DV	35	55	75
13.	DRH	60	65	75
14.	ES	75	75	75
15.	FIL	60	65	65
16.	FS	30	50	60
17.	IA	20	40	70
18.	IMH	87	87	90
19.	LMN	60	75	80
20.	MNF	70	75	80
21.	MN	75	75	75
22.	MT	75	90	85
23.	NHS	35	40	60
24.	RE	65	65	75
25.	RH	20	35	70
26.	RD	35	40	85
27.	RN	20	40	85
28.	RS	60	75	85
29.	SR	60	75	90

30.	SA	87	90	90
31.	SU	30	50	75
32.	SM	50	65	95
33.	SRD	80	95	85
34.	SS	55	75	85
35.	SA	95	95	100
36.	SAY	75	80	100
<b>TOTAL</b>		<b><math>\Sigma x = 2103</math></b>	<b><math>\Sigma x = 2609</math></b>	<b><math>\Sigma x = 2895</math></b>
		<b><math>M = 58,5</math></b>	<b><math>M = 72,5</math></b>	<b><math>M = 80,5</math></b>

From the data above the analyst discovered there is expanding of the student's mastery. It could be seen from the mean of significant worth from the test (pre-test, post-test I and post-test II) that expansion.

Quantitatively, the result of the post-test of the subsequent cycle demonstrated that the absolute score of the students was 2895 and the quantity of the students who success the test was 28 of 36 students. Along these lines, the mean of the students' score of the test was 80,5. It can be seen that the students' score was expanded. The level of the students' score of the test was 28 student's success and got score 75 or up to 75 was 80%. In this way, post-test of the subsequent cycle was sorted effective. In contrast of the quantitative data above is very well may be expressed that Show and Tell Method can improve the student's vocabulary mastery in learning English.

So as to see the improvement of students' score in pre-test and post-test I and post-test II, analyst attempt to served it in table as follows:

**Table 4.5.**  
**The Percentage of students' Vocabulary Mastery**

<b>Meeting</b>	<b>Students who got <math>\geq 70</math></b>	<b>Percentage</b>
Pre-Test	10	27,8%
Cycle 1	19	63,3%
Cycle 2	28	77,8 %

In contrast of data above, the outcome indicated the improvement of the students' score from the pre-test to the post-test of cycle I. In the pre-test, the students who got the score at least 75 were 10 of 36 understudies (27,8%). In the post-test of cycle I, the students who got the score at least 75 were 19 of 36 students (63,3%). It implies there was improvement about 35.5%. In the interim in the post-test of cycle II, the students who got the score at least 75 were 28 of 36 students (77,8 %). It very well may be seen that there was improvement about 14,3% from the subsequent test, and about 50,8% from the principal test to the third test. The majority of students' score expanded from first test to the third test.

## **A.2. The Qualitative Data**

The qualitative data were taken from field notes, observation sheet, and meeting inside two cycles.

In contrast of the diary note take of that were composed soon after doing showing learning process, it was discovered that students were found difficulties in memorizing and recalling vocabularies in the beginning research (Appendix. XI/P.89). But after Show and Tell Method was implemented by the researcher, they were become active, serious, and interested in learning vocabulary (Appendix. XII/P.91).

The observation sheets were filled by English teacher as a collaborator of this study. Here, the observer tried to notice all activities in the physical classroom activity. It might be about the researcher and student's performances (behavior and attitude), class situation and students' response (Appendix VII-IX/P.83-87).

The interview was conducted to the teacher and the students in two sessions. The first session was conducted before the first cycle and second session was in the end of each cycle. after the second cycle was ended. In the first session, the students were interviewed about their comments, understanding, and difficulties in vocabulary learning. The interview result showed that most students had problems in learning vocabulary, (Appendix IV-V/P.78-80). It means that most of the students have problems in vocabulary learning both in understanding and memorizing it. (Appendix III/P.75).

Documentation were taken as instrument of data to examine about students' movement, conduct, and communicating. It incorporates the students' documentation (photo). It very well may be found in appendix XI/P.115.

### **A.2.1 The Qualitative Data Analysis**

#### **A.2.2 The Activity in the First Cycle**

In this cycle, the researcher conducted four stages: plan, action, observation, and reflection. In this cycle, there were two gatherings which were directed to the students. A test was given toward the finish of learning process. The means of this cycle were:

1) Planning

The researcher worked together with her collaborator (for this situation is the teacher) arranged the activity managing getting ready Show and Tell Method, in this stage, the researcher made an anticipating the Action Research dependent on the problem looked by students about vocabulary.

Other than of making lesson plan (Appendix I/P.), the researcher additionally arranged the instrument that will provide for students for getting a consequence of their improving, such as, a observation sheet to watch the students and researcher exercises in showing learning process whether it was in accordance with the exercise plan had previously or not and the researcher likewise arranged the post-test I, to collect the data, to know there are some students' improvement scores from pre-test and then the researcher prepared the diary note to check the students activity in every meeting, besides that, the researcher prepared some question to interview the students before the researcher give the method to students in study, and this aim for getting some information about students' ability in vocabulary before the research begin in study.

Next, the researcher and collaborator decided the models of progress. The rules of accomplishment were 75% of the students' vocabulary score accomplished the Minimum Mastery Criterion of English (75.0) or above 75% of students participated in English vocabulary class, it's according to the teacher in English learning.



## **2) Action**

The action of cycle I was done on Monday, August 03<sup>rd</sup> 2020 and Saturday, August 08<sup>th</sup> 2020. The teacher opened the class, the teacher did the apperception by greeting the students, checking the students' attendance list, and asking them to pray together, the teacher explained the objectives and the learning procedure, the teacher asked the students' understanding about vocabulary about nouns in the class.

The main activity, the teacher 1) Asked the students to bring their favorite object in paper form, then show and tell in front of class. 2) The teacher gave chance the students' performed and tell about the object in front of class and other students attention for their friends. 3) The teacher asked the students to pay attention to object that. 4) Provided worksheet, stimulate the students to do the task. 5) And the teacher collect their task.

The students just silent and pay attention to teachers' explanations and then do teachers' instruction, searching and adding vocabularies that the teacher asked them, after that the students do the task that the students got from the teacher and give the conclusion of the material asked by teacher.

Last activity of action is closing, finding ways to better appreciate the efforts and result of individual learning, the teacher and students reviewed the new words, the pronunciation and the meaning of each word they have learned, the teacher gave a chance to students to ask question, the teacher gave feedback then ended the class with brief conclusion and suggestion.

### **1) Observation**

In the main cycle, the observer attempted to see all exercises in the actual study hall movement. It may be about the teacher and student's exhibitions (conduct and mentality), class circumstance and students' reaction. After the teaching learning process was done, the researcher

did the post-test I as the second activity of the principal cycle. The consequence of the post-test in the main cycle demonstrated that the accomplishment of students expanded when utilized Show and Tell Method in learning vocabulary.

In view of the researcher's perception, the students' reaction in instructing and learning process still great. It could be seen on the rundown of the perception sheet that has done by the English instructor as an associate in the class. Notwithstanding, the partner got the point that the students felt minimal troublesome in understanding the vocabulary, and the atmosphere of the class was not delighted in and calm. Some of them did not pay attention while learning. As a result, most of the students felt difficult in memorizing and recalling the vocabulary (see App. IX/P.87).

There was an improvement in the showing learning process. The teacher could improve the students' accomplishment in vocabulary yet numerous students were as yet not dynamic and were not intrigued while the instructor showed them the material. In any case, some of the students had did the exercises truly and they could see well about the material.

## **2) Reflection**

In this stage, the input of instructing taking in process was taken from the consequence of observation, test, documentation, and interview. The researcher assessed the showing learning process toward the finish of the meeting.

In light of the qualitative data taken from the consequence of the meeting that was done in the wake of directing the main cycle, the interviewer found that the students actually experience problem in learning English vocabulary. It is shown from the result of interview with the students as follows: *"Masih sulit miss. Tapi kalau miss yang ngajar saya jadi ingin menghapal kosa kata sebanyak-banyaknya."* (still difficult miss. But if you teaching us I want to memorizing many vocabulary), (App. V/P.80). It means that the student can study and memorize the vocabularies

based on the teachers' explanation; however, they still feel it difficult to make their memorizing. Therefore, the teacher needs to provide more explanation to sharp the students understanding about Show and Tell Method.

The interviewer also found that the condition of the class was enjoyed during the learning process and students still low to memorizing vocabulary. It is shown from the result of interview with the students as follows: "*menurut saya miss, kosa kata saya meningkat, karena saya dapat mengingatnya, tapi kadang-kadang saya lupa miss*" (in my opinion, my vocabulary is improving, because i can remember it, but sometime I forgot), (App. V/P.80). In addition, another student said: "*Saya suka cara belajar seperti ini miss, karena langsung ada gambarnya .*" (I love this method miss, because there is image of noun), (App. V/P.80). It means that the student like this method they can memorize the vocabularies. The student thinks that learning vocabulary is difficult maybe students never try this method.

The result of post-test in the first cycle showed that there was an improvement of students' score compared with the pre-test. The students who achieved the score above the Minimum Mastery Criterion (KKM - *Kriteria Ketuntasan Minimal*). However, almost of students' vocabulary mastery was still low.

**Tabel 4.6**

**The Percentage of students' Vocabulary Mastery**

<b>Meeting</b>	<b>Students who got <math>\geq 70</math></b>	<b>Percentage</b>
Pre-Test	10	27,8%
Cycle 1	19	63,3%

In view of data above, the results indicated the improvement of the students' score from the pre-test to the post-test of cycle I. In the pre-test, the students who got the score at least 75 were 10 of 36 understudies (27,8%). In the post-test of cycle I, the students who got the score at least 75 were 19 of 36 understudies (63,3%). It implies there was improvement about 35.5%.

From the quantitatively and qualitative data above, it very well may be inferred that the students' capacity is still low in comprehension and remembering vocabulary. In this way, the examination ought to be proceeded to the cycle II.

Second cycle was held to accomplish the improvement score of the student's mastery in vocabulary by Show and Tell Method. The researcher additionally ought to improve the activity that was conducted. The researcher chose to make a few activities to improve students' capacity in remembering vocabulary for the subsequent cycle, such as, (a) The analyst ought to improve the capacity in introducing the material including give better clarification about the technique, (b) The researcher ought to be capable dealing with the class during the learning cycle, and (c) Researcher ought to have better preparation.

### **B.2.2. The Activity in the Second Cycle**

In this phase, the researcher expects a better result of the students' improvement than the previous cycle. In this cycle, the researcher seems to be more prepared and as the researcher already got the reflection from the previous cycle. Then, as the previous first cycle, the researcher also conducted the second cycle as follows:

#### **1) Planning**

In this cycle, the researcher prepared new planning in second Lesson Plan (Appendix II/P.70) added some activities in the activities of learning such as: changing the material as continuing lesson, giving an ice breaking so that the students can focus again in learning and treating them

with a special present if they can memorize all or at least some of target words. So that, they enjoyed the learning and they more active in learning vocabulary again but, the researcher made an instrument in collecting the data of students too, like in cycle one, observation sheet, diary note, interview, and post-test II, in this case the researcher and students more active than in cycle I, in posttest II the test is different from test in cycle I.

Beside that the researcher made same question in the instrument, like observation sheet, interview, and etc, this aim to getting some information of students, did they have improved from the result in cycle I or not.

## **2) Action**

The action of the second cycle was done on Tuesday, August 18<sup>th</sup> and Wednesday, September 26<sup>th</sup> 2020. The teacher opened the class, the teacher did the apperception by greeting the students, checking the students' attendance list, and asking them to pray together, the teacher explained the objectives and the learning procedure, the teacher asked the students' understanding about vocabulary anything about object in the bedroom, living room and kitchen.

In the core activity, there were some activities has done by the researcher, the teacher distributed a worksheet containing some words related to the topic and discussed the meaning of each word together with students, the teacher checked the students' understanding and their pronunciation, the teacher asked the students to imagine things in a very familiar place like their house, their bed room, or their class. The things can be a door, pillow, a television, a bed, etc. The students can write the nouns around the house if they have difficulties to imagine them, the teacher asked the students to put each word from the worksheet on each things in their familiar places, and

then the teacher asked the students to take an imaginary walk along their familiar places and retrieve the items they have put there, teacher gave time to the students to make and memorize their word, to sharp the students' understanding, the teacher asks the students about the meaning of each word by presenting the word one by one too.in this case the researcher gave materials more than before in cycle I, and the researcher gave different words in learning with students, and more active in memorizing vocabulary. And the teacher asked the students memorizing vocabulary one by one in front of class.

Last activity of action is closing, finding ways to better appreciate the efforts and result of individual learning, the teacher and students reviewed the new words, the pronunciation and the meaning of each word they have learned, the teacher gave a chance to students to ask question, the teacher gave feedback then ended the class with brief conclusion and suggestion and gave the result of their test, from that result researcher gave motivation about their test that improving when they study hard.

### **3) Observation**

Observation proposed to discover data activity by the researcher in the classroom. The observation was done to see what the students had done during the showing learning process. It was about the behavior, attitude, and all exercises during the activity cycle. Accordingly, the result of observation was collected as the information, which is utilized as an essential reflection.

The observation was accomplished for the second cycle. The students' action during the instructing learning process had been observed. Many students were more compelling in learning vocabulary by utilizing Show and Tell method and addressed the instructors' inquiries, and the students were earnestly during learning process because the teacher gave more material through Show and Tell method that the students be better on communication in learning process with

researcher and didn't miscommunication, the students pay attention to researcher, therefore the student can achieve the material that researcher gave them. so, the mean score of the students was categorized successful namely 81,5.

In this stage, in the second cycle shows that the accomplishment of students expanded when utilized Show and Tell method learning measure. In view of the information perception, there was an improvement in the showing learning measure. The instructor could improve the students' accomplishment in learning vocabulary, therefore this learning process was categorized be successful.

#### 4) Reflection

In this phase, the feedback of teaching learning process was taken from the result of observation, test, documentation, and interview.

Based on the qualitative data which taken from the interview sheet, the second cycle was be better than the previous cycle, as one of the students said: *“Metode Show and Tell ini dapat meningkatkan vocabulary saya lebih banyak lagi miss, mengetahui kata-kata baru yang belum saya ketahui dengan menggunakan gambar gambar yang miss tunjukkan”* (it's can improve my vocabulary more then, and know the new vocabulary because you show images it), (App.VI/P.82). It means that the student actually like this technique in vocabulary learning. Another student said: *“iya miss, saya sangat suka jadi belajar bahasa inggris, apalagi dengan cara miss mengajar, ini membuat saya mudah menghafal kosa kata.”* (yes miss, I love English learning, beside you teach, it can easy to memorize vocabulary), (App.VI/P.82). It means the students felt interesting in learning vocabulary by using Show and Tell method. In addition, another student said: *“Saya jadi suka belajar Bahasa Inggris miss, walau awalnya agak bingung dan sulit tapi sekarang saya bias*

*mudah menghafal kosa kata*” (Now I love to learn English miss, although I was confusing and difficult at the beginning but now I can memorize vocabulary) (App.VI/P.82). The student said that he enjoyed learning English and has already understand to technique and how to use it.

Besides, the researcher interviewed the English teacher. It is shown from the result of interview with the English teacher as follows: *“It was amazing. I can’t believe that the students can memorize numbers of new words so easily”, “They so excited to learn new vocabulary. Even the students who usually tend to be passive trying to engage during the learning process”*. (App. IV/P.78). It means that Show and Tell Method that applied by the researcher can be a better way to teach vocabulary and can motivate the students to be more active during learning English process. Having checked the students’ test, the researcher found that the students’ score showed the improvement. Based on the observation sheet, the student’ vocabulary mastery in learning English showed the improvement.

**Table 4.7.**

**The Percentage of students’ Vocabulary Mastery**

<b>Meeting</b>	<b>Students who got <math>\geq 75</math></b>	<b>Percentage</b>
Pre-Test	10	27,8%
Cycle 1	19	63,3%
Cycle 2	28	77,8 %

The teacher could motivate the students' score indicated the improvement. It tends to be found in the pre-test, the students who got  $\geq 75$  up were 10 students (27,8%). In the post-test of cycle I, the students who got point 75 up there were 19 of students (63,3%). It implies that there was an expanding about 35,5%. In the post-test of cycle II, students who got point 75 up were 28



students (77,8%) and the expanding was about 14,3%. For the absolute expanding of the students' score from pre-test to post-test of cycle II was 50,8%. A large portion of students' score expanded from first test to the third test. It made the researcher felt that the cycle could be stopped because of the fact that the student's vocabulary mastery was improved by utilizing Show and Tell method.

### **C. Finding**

The result demonstrated there was increasing on the student's vocabulary mastery by utilizing Show and Tell method. The students mean in cycle II was 77,8. It showed that the students' scores and the students mean in cycle II were superior to cycle I. The level of students who got point 75 up likewise got expanding. In the pre-Test, the students who got point 75 up were 10 students (27,8%). In the post-test I of cycle I the students who got point 75 up were 19 students (63,3%). The post-test II of cycle II, the students who got point 75 up were 28 students (77,8%). In view of the rate above could showed the students vocabulary mastery improved and got expanding from the cycle I to the cycle II.

The researcher additionally examined qualitative data to help research finding besides to the quantitative data. The qualitative data were collected from the observation sheet, interview, diary notes and documentation. From all of the data was collected can showed that the students were active in participation and responses during instructing taking in process from the cycle I to cycle II. In view of the consequence of the quantitative and qualitative data, it could be inferred that Show and Tell method could improve student's vocabulary mastery particularly at UPTD SMP N 2 Tanjung Tiram.

#### **D. Discussion**

The research was conducted to discover the student's achievement in utilizing vocabulary by utilizing Show and Tell Method. Show and Tell Method is one of the vocabulary learning method that can increase student's vocabulary authority in learning English.

This research had demonstrated that Show and Tell was viable to be utilized in teaching English vocabulary. It tends to be found in the table of the students' score improvement from the pre-test, post-test I until post-test II. The improvement was on the grounds that the teacher controlled the class better. Another was on the grounds that the utilization of Show and Tell Method could help the students more in retaining and learning vocabulary. The teacher was likewise simple to apply Show and Tell Method in teaching English vocabulary.

In contrast of the aftereffect of the quantitative data, the result demonstrated that the students improved their accomplishment in English vocabulary. The students' score was improving from the principal meeting until the last meeting in the test. It was demonstrated by the students' mean score which expanded in each meeting. The mean of the students' score in the pre-test was 58,5. It was low on the grounds that only 10 students who got the score 75 and more. The mean of the students' score in the post-test I was 72.5. furthermore, post-test II was 80,5. It was higher than the pre-test to post-test I until post-test II.

At that point, the level of the students who got the score 75 and more in the pre-test was 10 of 36 students (26,6%). The level of the students' who got the score 75 and more in the post-test I was 19 of 36 students (63,3%). The level of the students' who got the score 75 and more in the post-test II was 28 of 36 students (77,8%). It showed that the improvement of the students' accomplishment in vocabulary was significant.

In view of the aftereffect of the qualitative data which was taken from the observation sheet and the interview report, it was discovered that the class ran adequately. The students focused on the instructor during the teaching learning measure. They were additionally soul in learning vocabulary and appreciating the learning cycle. At that point, it very well may be said that the qualitative data was likewise indicated the improvement of the teacher's and the students' exercises during the showing learning measure. It demonstrated that the utilization of Show and Tell strategy could motivate the students be more excited in learning vocabulary.

From the clarification above, it could be inferred that the aftereffect of the exploration demonstrated that the use of Show and Tell could improve the students' accomplishment in vocabulary. It could be demonstrated by the quantitative data which indicated the students' score improved from the pre-test to the post-test I until post-test II. It likewise could be demonstrated by the qualitative data which indicated that the teacher improved in controlling the class and the students were more dynamic and excited in learning vocabulary.

According to the previous study showed that there were increased in students' vocabulary mastery in English lesson by using Show and Tell method. According to the other researcher said that Show and Tell method could improve the students' vocabulary mastery.

## CHAPTER V

### CLOSING

#### A. Conclusion

Based on the result of the data analysis, research findings, and discussion in the previous chapter, the researcher concluded that:

1. The implementation of Show and Tell Method in teaching vocabulary is really helpful to improve the students' ability in understanding and memorizing vocabularies. It can be seen from beginning until the last time of the application of this method during the learning process. It significantly improved the students' achievement. The students improved score than before the teacher applied this method. Besides, the consequences of observation and interview indicated that the students were enjoyed in the learning. Moreover, the students were more dynamic and excited in learning English vocabulary during the implementation of Show and Tell method.
2. After dissecting the data, the research found that the students' vocabulary achievement was improved from the pre-test to the first cycle and the second cycle. In the pre-test, the students' capacity in vocabulary is arranged under the base passing evaluation (75) to be specific the mean of the students' score of the pre-test was 58,5. The absolute score of the students was 2103 and the level of the students' who passed the base passing evaluation was just 27,8%. Subjectively, it was discovered that the students experienced issues in considering English vocabulary. At that point, in the first cycle, the students' capacity in vocabulary is as yet thought to be low in particular the mean of the students' score of the post-test was 72,5. The all out score of the students was 2609 and the level of the students' who passed the base passing evaluation was just

63,3%. Subjectively, in light of the data observation, there was an improvement in the students' achievement in memorizing vocabulary yet numerous students were as yet not intrigued while learning. At last, in the second cycle, the students' achievement in vocabulary continued improving. The mean of the students' score in post-test II was 80,5. The complete score of the students was 2895. The level of the students' who passed the base passing evaluation was 28 students or about 80%. In this way, post-test of the second cycle was classified effective. Qualitatively, the learning cycle ran effectively. There was an improvement of the teacher's and the students' activity during the learning cycle. To summarize, it very well may be said that the implementation of Show and Tell method could improve the students' vocabulary mastery and motivate them to be more excited in learning English.

## **B. Recommendation**

Considering the conclusion, the researcher puts forward some recommendations as follows:

1) For the English Teacher

The researcher suggests the teacher to solve the problems in learning vocabulary by applying various learning technique. The purpose is to make the students fell enjoy and excited in English learning especially in learning vocabulary.

2) For the students

The students may apply this method in learning vocabulary. Since this method is very interesting and suitable for the beginner in English to increase their vocabulary mastery.

3) For the other researcher

The research offers recommendation to the following researcher to direct the comparable learning technique with different respondents to discover the upsides of this strategy or

improve this exploration by doing facilitate assessment on the students' mastery through the utilization Show and Tell Method.

### **C. Implication**

Implication are drawn from research discoveries. The research accompanied a finding that there is an enhancement for student's vocabulary mastery by Show and Tell Method. In addition, this exploration infers that the execution of Show and Tell Method is required in teaching vocabulary.

Considering the determination make above, it suggests that the usage of Show and Tell Method is able to advance the improvement of student's vocabulary mastery which can be seen from the improvement of students' score after the utilized of Show and Tell Method. In this manner, it is recommended for the English teacher to used Show and Tell Method to instruct vocabulary.

Moreover, it was discovered that the students were more active and spirited to learn vocabulary by utilizing Show and Tell Method. Henceforth, Show and Tell Method can be an advantageous method to help students to memorize and learn vocabulary.

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**APPENDIX****APPENDIX I****LESSON PLAN****Cycle I**

School : UPTD SMP NEGERI 02 TANJUNG TIRAM

Subject : English

Class : VII Grade

Aspect/ Skill : Vocabulary mastery

Time Allocation : 6 X 40 Minutes (3 Meeting Times)

Topic : Things in the Classroom

**I. Standard Competence** : Comprehend and express simple instruction for transactional and interpersonal at simple related to surrounding environment.

**II. Basic Competence** : To Know meaning of the words and mention the name of things in classroom.

**III. Indicator** :

1. Knowing the names of the things in the classroom
2. Understanding the names of the things in the classroom.

3. Asking questions about things in the classroom.
4. Recognizing the name of the things in classroom

#### **IV. Learning Objectives:**

At the end of the learning process, students are able to:

1. The students are able to know the names of the things in the classroom.
2. The students are able to mention the names of the things in the classroom.
3. The students are able to ask question about things in the classroom.
4. The students are able to recognizing the names of the things in the classroom.

#### **V. Material:**

Using picture of the classroom, anything in the classroom like white board, map, ruler, table and about things in the classroom. Example questions:

“what is this?”

“this is an/a . . .”

“what the function of this?”

“the function is . . .”,

“what are the things in the classroom?”



## VI. Method: Show and Tell

The methods are follow:

- Question and answer
- Guest the object
- Discussing

## VII. Teaching learning process:

No.	Description of Teaching Activity	Time Allocation
1	<b>Introduction</b>	<b>10 minute</b>
	<ul style="list-style-type: none"> <li>• Greetings</li> <li>• Pray</li> <li>• Check the student's attendance list</li> <li>• Warming up activities:               <ul style="list-style-type: none"> <li>- Ask the students questions related to the things in the classroom</li> <li>- Explain how important the next competence learning that should be master by the students.</li> </ul> </li> </ul>	
2.	<b>Main Activity</b>	<b>60 minute</b>

	<p><b>Exploration</b></p> <ul style="list-style-type: none"> <li>• Introduction the topic to the students</li> <li>• Asking the students about their prior knowledge that relate to the topic</li> <li>• Asking the students that related with the material.</li> </ul> <p><b>Elaboration</b></p> <ul style="list-style-type: none"> <li>• Ask students to bring their favorite object in paper form, then show and tell in front of class.</li> <li>• The teacher give chance the students' performance and tell about the object in front of class and other students attention of his friends.</li> <li>• The teacher tells the students to pay attention to object that.</li> <li>• Providing worksheet, stimulate the students to do the task.</li> <li>• Collecting their task</li> <li>• Ask them to give a conclusion of material.</li> </ul> <p><b>Confirmation</b></p> <ul style="list-style-type: none"> <li>• Giving positive feedback to the students who can finish of show and tell their object.</li> <li>• Giving the motivation to the students</li> </ul>	
3.	<b>Closing</b>	<b>10 minutes</b>

	<ul style="list-style-type: none"> <li>• Asking the difficulty during the teaching and learning process</li> <li>• The teacher concludes the material</li> <li>• The teacher gives feedback for the students</li> <li>• The teacher advices the students to remember the lesson</li> <li>• Closing the lesson by praying and giving closing- greeting</li> </ul>	
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**VIII. Media:** Picture that relevant with study, whiteboard, marker.

**IX. Source:**

- a. English Book entitled “English in Focus for Grade VII Junior High School (SMP/MTs)”  
Pusat Perbukuan, Departemen Pendidikan Nasional.
- b. The pictures of the things in the classroom
- c. Internet
- d. Dictionary

**X. Evaluation:** Vocabulary test: multiple choices which is consisted of 15 questions.

Evaluation rule:

$$S = \frac{R}{N} \times 100$$

Where:

S = score of the text

R = number of correct answer

N = number of question

Tanjung Tiram, August 2020

Known by,

Headmaster of UPTD SMP N 2 Tanjung Tiram

English Teacher

BAKHTIAR, S.Pd

WAN ELFI MAHSURI, S.Ag

NIP : 19640101198803 1012

NIP : 19720217 201001 2 001

Researcher

Ayu Andira

NIM. 0304161010

**APPENDIX II**

**LESSON PLAN****Cycle II**

School : UPTD SMP NEGERI 02 TANJUNG TIRAM

Subject : English

Class : VII Grade

Aspect/ Skill : Vocabulary Mastery

Time Allocation : 6 X 40 Minutes (3 Meeting Times)

Topic : Nouns in the house

**I. Standard Competence** : Comprehend and express simple instruction for transactional and interpersonal at simple related to surrounding environment.

**II. Basic Competence** : To Know meaning of the words and mention the name of things in the house.

**III. Indicator** :

1. Knowing the names of the things in the house
2. Understanding the names of the things in the house.
3. Asking questions about things in the house.
4. Recognizing the name of the things in house.



#### IV. Learning Objectives:

At the end of the learning process, students are able to:

1. The students are able to know the names of the things in the house.
2. The students are able to mention the names of the things in the house.
3. The students are able to ask question about things in the house.
4. The students are able to recognizing the names of the things in the house.

#### V. Material:

Using picture of the house, anything in the house like chairs, fan, Tv, windows and about things in the house. Example questions:

1. Can you mention of the nouns in around the living room?
2. Could you mention of the nouns in around the kitchen?

#### VI. Method: Show and Tell

The methods are follow:

- Question and answer
- Ask the object
- Discussing

#### VII. Teaching learning process:

No.	Description of Teaching Activity	Time Allocation
-----	----------------------------------	-----------------

1	<b>Introduction</b>	<b>10 minute</b>
	<ul style="list-style-type: none"> <li>• Greetings</li> <li>• Pray</li> <li>• Check the student's attendance list</li> <li>• Warming up activities: <ul style="list-style-type: none"> <li>- Ask the students questions related to the things in the house.</li> <li>- Explain how important the next competence learning that should be master by the students.</li> </ul> </li> </ul>	
2.	<b>Main Activity</b>	<b>60 minute</b>
	<p><b>Exploration</b></p> <ul style="list-style-type: none"> <li>• Introduction the topic to the students</li> <li>• Asking the students about their prior knowledge that relate to the topic</li> <li>• Asking the students that related with the material.</li> </ul> <p><b>Elaboration</b></p> <ul style="list-style-type: none"> <li>• Ask students to bring their favorite object in paper form, then show and tell in front of class.</li> <li>• The teacher give chance the students' performance and tell about the object in front of class and other students attention of his friends.</li> </ul>	

	<ul style="list-style-type: none"> <li>• The teacher tells the students to pay attention to object that.</li> <li>• Providing worksheet, stimulate the students to do the task.</li> <li>• Collecting their task</li> <li>• Ask them to give a conclusion of material.</li> </ul> <p><b>Confirmation</b></p> <ul style="list-style-type: none"> <li>• Giving positive feedback to the students who can finish of their object.</li> <li>• Giving the motivation to the students</li> </ul>	
<b>3.</b>	<b>Closing</b>	<b>10 minutes</b>
	<ul style="list-style-type: none"> <li>• Asking the difficulty during the teaching and learning process</li> <li>• The teacher concludes the material</li> <li>• The teacher gives feedback for the students</li> <li>• The teacher advices the students to remember the lesson</li> <li>• Closing the lesson by praying and giving closing- greeting</li> </ul>	

**VIII. Media:** Picture that relevant with study.

**IX. Source:**

- English Book entitled “English in Focus for Grade VII Junior High School (SMP/MTs)” Pusat Perbukuan, Departemen Pendidikan Nasional.
- The pictures of the things in the house.
- Internet
- Dictionary

**X. Evaluation:** Vocabulary test: multiple choices which is consisted of 15 questions.

Evaluation rule:

$$S = \frac{R}{N} \times 100$$

Where:

S = score of the text

R = number of correct answer

N = number of question

Tanjung Tiram, August 2020

Known by,

Headmaster of UPTD SMP N 2 Tanjung Tiram

English Teacher

BAKHTIAR, S.Pd

WAN ELFI MAHSURI, S.Ag

NIP: 19640101198803 1012

NIP: 19720217 201001 2 001

Researcher

Ayu Andira

NIM. 0304161010

**APPENDIX III****INTERVIEW SHEET****Interview for the English teacher****(Before Classroom Action Researcher)****Interview Kepada Guru Bahasa Inggris (UPTD SMP NEGERI 02 TANJUNG TIRAM)**

**Interviewer** : Ayu Andira

**Interviewee** : English Teacher in UPTD SMP N 2 Tanjung Tiram

**Profession** : English Teacher

**Researcher:** Dalam pembelajaran Bahasa Inggris apa saja yang biasa ibu lakukan di dalam kelas untuk membuat siswa senang dalam belajar Bahasa Inggris?

**Teacher:** Untuk membuat siswa senang yang pertama saya lakukan adalah membuat suatu pertanyaan sesuai dengan apa yang siswa ketahui dalam pembelajaran Bahasa Inggris. Setelah itu saya membuat lelucon sesuai dengan materi yang saya ajarkan.

**Researcher:** Metode apa yang biasa ibu lakukan untuk mengajar *vocabulary* pada siswa ?

**Teacher:** Sebenarnya metode pertama secara pribadi saya, saya melakukan pendekatan kepada anak – anak supaya siswa tidak takut dengan guru dan yang kedua saya menggunakan metode *discovery learning*.

**Researcher:** Adakah teknik yang ibu gunakan dalam pengajaran *vocabulary*?

**Teacher:** Teknik ada sih, supaya anak mau belajar bahasa Inggris, kemudian saya pendekatan dengan siswa, mana anak yang kurang saya dekati, saya beri contoh supaya anak itu dapat meningkatkan kualitasnya.

**Researcher:** Adakah kesulitan yang sering ibu hadapi dalam mengajar *vocabulary* pada siswa?

**Teacher:** Tetap ada, karena *vocabulary* siswa itu sangat sedikit sehingga pelajaran Bahasa Inggris jadi tidak nyambung.

**Researcher:** Media apa yang biasa ibu gunakan dalam mengajar *vocabulary*?

**Teacher:** Kalau di sekolah ini ada in focus, sebenarnya bagus kenapa, karena supaya siswa menjadi rilex akan tetapi dalam setahun ini in focus kami agak rusak maka dari itu saya hanya memberi gambar – gambar.

**Researcher:** Adakah sarana atau fasilitas sekolah yang mendukung proses pembelajaran Bahasa Inggris?

**Teacher:** Ada, seperti buku paket, laptop serta gambar gambar yang saya cari sesuai dengan materi.

**Researcher:** Bagaimana partisipasi siswa ketika belajar Bahasa Inggris?

**Teacher:** Partisipasinya ya ikut serta, mereka memang kurang karna tidak ada les di luar sekolah. Pernah saya buat les tapi siswanya kurang minat karna tidak ada dukungan orang tua.

**Researcher:** Untuk mengetahui suksesnya pembelajaran, tugas apa yang selalu ibu berikan?

**Teacher:** Ya, tugasnya secara tulisan setelah itu baru saya tanya langsung kepada siswa. Jadi ada 2 tugas tulisan dan lisan.

**Researcher:** Berapa KKM untuk pelajaran Bahasa Inggris untuk kelas VII Buk?

**Teacher:** KKM kelas VII ini 75

**Researcher:** Apakah sebelumnya ibu pernah mendengar metode pengajaran *Show and Tell*?

**Teacher:** Pernah, saya juga pernah coba metode itu.

**Researcher:** Menurut ibu apakah metode *Show and Tell* efektif di terapkan pada pengajaran *vocabulary*?

**Teacher:** Efektif, bagus itu di gunakan karena menggunakan gambar- gambar.

**APPENDIX IV****Interview for the English Teacher****(After Classroom Action Research)****Interview Kepada Guru Bahasa Inggris UPTD SMP NEGERI 02 TANJUNG TIRAM****Interviewer : Ayu Andira****Interviewee : English Teacher in UPTD SMP N 02 Tanjung Tiram****profession : English Teacher**

**Researcher:** Bagaimana kemampuan siswa dalam pembelajaran *vocabulary* setelah menggunakan *Show and Tell Method*?

**Teacher:** Sangat luar biasa ya, saya tidak percaya bahwa metode ini dapat membuat siswa mengingat kosa kata baru dengan mudah.

**Researcher:** Bagaimana penguasaan *vocabulary* siswa setelah di terapkan metode Show and Tell?

**Teacher:** Lebih meningkat mereka lebih mudah dalam menguasai banyak *vocabulary*.

**Researcher:** Bagaimana partisipasi siswa ketika pembelajaran *vocabulary* menggunakan metode *Show and Tell* berlangsung?

**Teacher:** mereka lebih antusias dalam belajar Bahasa Inggris apalagi menemukan kosakata baru dan yang biasanya pasif jadi aktif selama pelajaran berlangsung.



**Researcher:** Masalah apa sajakah yang terlihat ketika belajar *vocabulary* menggunakan *Show and Tell Method*?

**Teacher:** Masalah nya terkadang anak-anak ini suka malas membawa kamus

**Researcher:** Apa pendapat Ibu setelah melihat penggunaan *Show and Tell Method* dalam pembelajaran di kelas?

**Teacher:** Sangat bagus jika di terapkan dalam pembelajaran *vocabulary* karena siswa bisa melihat gambar serta bisa menceritakan gambar tersebut apalagi di suruh satu – satu kedepan itu bisa membuat siswa lebih percaya diri.

**Researcher:** Setelah melihat pembelajaran *vocabulary* dengan menggunakan *Show and Tell Method*, apakah strategi ini efektif diterapkan pada pembelajaran *vocabulary*?

**Teacher:** Sangat- sangat efektif di gunakan bagus banyak manfaat saya lihat.

**Researcher:** Menurut Ibu, apakah strategi pembelajaran *Show and Tell* dapat memperkaya *vocabulary* siswa dalam bahasa inggris?

**Teacher:** Sejauh yang saya lihat metode ini dapat memperkaya kosakata siswa karena siswa lebih mudah dalam menambah kosakata dan siswa pun senang belajar Bahasa Inggris.

## APPENDIX V

### Interview the Students Before Classroom Action Research

**Researcher:** Apa yang kamu pikirkan tentang pelajaran bahasa Inggris?

**Student 1:** Menurut saya sangat sulit miss, karena enatah apa tulisan enatah apa yang di baca.

**Student 2:** Menurut saya pun sulit miss, karena saya tidak suka belajar Bahasa Inggris

**Student 3:** Kalau saya, masih sulit juga miss tapi kalua miss yang ngajar saya jadi ingin menghapal kosakata sebanyak- banyaknya.

**Researcher:** Apa yang kamu pikirkan tentang kemampuan *vocabulary* kamu?

**Student 1:** Sangat rendah miss

**Student 2:** Apalagi saya miss, apapun saya tidak tahu

**Student 3:** Kemampuan *vocabulary* saya sangat sedikit miss

**Researcher:** Dapatkah kamu memberitahu kesulitan mu dalam menguasai *vocabulary*?

**Student 1:** Saya malas belajar miss karena saya tidak tahu apapun

**Student 2:** Dari Sd kami gak pernah belajar Bahasa Inggris miss makanya sulit apalagi untuk menguasai *vocabulary* ini

**Student 3:** Sulitnya adalah menghapal miss uda saya hapal tapi lupa lagi.

**Researcher:** Bagaimana kamu meningkatkan *vocabulary* mu sampai saat ini?

**Student 1:** Tidak ada miss

**Student 2:** Saya sering baca kamus miss

**Student 3:** Banyak – banyak menghafal dan menambah kosakata baru miss

**Researcher:** Metode apa yang kamu sukai saat belajar Bahasa Inggris?

**Student 1:** Metode bermain miss, seperti game gitu miss

**Student 2:** Saya tidak tahu miss

**Student 3:** Metode yang bisa santai miss tapi dapat apa yang dipelajari kek ada gambar gambar miss

## APPENDIX VI

### Interview the Students After Classroom Action Research

#### (Using Show and Tell Method)

**Researcher:** Apakah kamu menyukai belajar bahasa Inggris menggunakan metode Show and Tell?

**Student 1:** Iya miss, sangat menyenangkan

**Student 2:** Saya jadi suka belajar Bahasa Inggris miss apalagi dengan cara miss mengajar, ini membuat saya mudah menghafal kosakata.

**Student 3:** Dengan menggunakan metode itu saya jadi sangat suka belajar Bahasa Inggris miss

**Researcher:** Apa yang kamu pikirkan tentang kemampuan *vocabulary* kamu setelah belajar menggunakan Show and Tell Method?

**Student 1:** Saya jadi suka belajar Bahasa Inggris miss, walau pun awalnya agak bingung dan sulit tapi sekarang saya bisa menghafal kosakata dengan mudah

**Student 2:** Menurut saya kosa kata saya meningkat, karena saya dapat mengingatnya miss

**Student 3:** Menurut saya lebih meningkat *vocabulary* saya lebih banyak lagi miss, mengetahui kosakata baru yang belum saya ketahui dengan menggunakan gambar – gambar yang miss tunjukkin

## APPENDIX VII

## OBSERVATION SHEET

## CYCLE I

**Teacher Name** : Wan Elfi Mahsuri S.Ag

**Observation Activity** : Teacher Activities

**Note** : Give Thick (√) in the Category Column, where 4 (Very Good), 3 (Good), 2 (Enough), 1 (Bad)

No.	Points will be observed	Category			
		1	2	3	4
1.	The teacher comes on time				√
2.	Teacher's capability in opening the class (How the teacher greets the students)				√
3.	Teacher giving motivation in the teaching and learning process (how the teacher gives the apperception before starting the teaching and learning process)				√
4.	The teacher gives warming up activities to the students, such as giving students some questions about the topic that will be discussed in the classroom			√	
5.	The teacher tells the students the aims of the study			√	
6.	The teacher introduces about Show and Tell Method				√
7.	Teacher's mastery (It is about the teacher's capability in mastering the material taught)				√
8.	The systematically teaching performance (It is about appropriateness with the lesson plan)				√
9.	Teacher's ability in organizing the class (It is about the class management performed by the teacher)				√
10.	Teacher teaching material clearly ( the clearness of the teacher's teaching)				√
11.	The students give attention to teachers' explanation during learning process				√

12.	Motivation and enthusiasm of students in teaching learning process. (It is about the curiosity and the enthusiasm of the students during the learning process)			√	
13.	Teacher asks to the students how far they understand about the materials have taught				√
14.	Interaction and communication between students and teacher in teaching learning process (Good communication between teacher and students to support to students' understanding)				√
15.	Teacher ability in closing the class (It is about how the teacher closes the class, gives summary and solve the students' problem)			√	

## APPENDIX VIII

## OBSERVATION SHEET

## CYCLE II

**Teacher Name** : Wan Elfi Mahsuri S.Ag

**Observation Activity** : Teacher Activities

**Note** : Give Thick (√) in the Category Column, where 4 (Very Good),  
3 (Good), 2 (Enough), 1 (Bad)

No.	Points will be observed	Category			
		1	2	3	4
1.	The teacher comes on time				√
2.	Teacher capability in opening the class (How the teacher greets the students)				√
3.	Teacher giving motivation in the teaching and learning process (how the teacher gives the apperception before starting the teaching and learning process)				√
4.	The teacher gives warming up activities to the students, such as giving students some questions about the topic that will be discussed in the classroom			√	
5.	The teacher tells the students the aims of the study				√
6.	The teacher introduces about Show and Tell Method			√	
7.	Teacher mastery (It is about the teacher's capability in mastering the material taught)				√
8.	The systematically teaching performance (It is about appropriateness with the lesson plan)				√
9.	Teacher ability in organizing the class (It is about the class management performed by the teacher)				√
10.	Teacher teaching material clearly ( the clearness of the teacher's teaching)				√
11.	The students give attention to teachers' explanation during learning process				√

12.	Motivation and enthusiasm of students in teaching learning process. (It is about the curiosity and the enthusiasm of the students during the learning process)			√	
13.	Teacher asks to the students how far they understand about the materials have taught				√
14.	Interaction and communication between students and teacher in teaching learning process (Good communication between teacher and students to support to students' understanding)				
15.	Teacher ability in closing the class (It is about how the teacher closes the class, gives summary and solve the students' problem)			√	



## APPENDIX IX

## OBSERVATION SHEET

## CYCLE I

**Teacher Name** : Wan Elfi Mahsuri S.Ag

**Observation Activity** : Students Activities

**Note** : Give Thick (√) in the Category Column, where 4 (Very Good), 3 (Good), 2 (Enough), 1 (Bad)

No.	Points will be observed	Category			
		1	2	3	4
1.	All of the students come on time			√	
2.	The students pay attention to teacher explanation				√
3.	The students are interest and enthusiast in studying with show and tell method				√
4.	The students participate in learning process			√	
5.	The students do task given				√
6.	The students use dictionary to help them knowing the content of the words			√	
7.	The students mark the difficult words			√	
8.	The students ask the feedback after doing he activity related to the topic			√	

## APPENDIX X

## OBSERVATION SHEET

## CYCLE II

**Teacher Name** : Wan Elfi Mahsuri S.Ag

**Observation Activity** : Students Activities

**Note** : Give Thick (√) in the Category Column, where 4 (Very Good), 3 (Good), 2 (Enough), 1 (Bad)

No.	Points will be observed	Category			
		1	2	3	4
1.	All of the students come on time			√	
2.	The students pay attention to teacher explanation				√
3.	The students are interest and enthusiast in studying Show and Tell Method				√
4.	The students participate in learning process				√
5.	The students do task given				√
6.	The students use dictionary to help them knowing the content of the words			√	
7.	The students mark the difficult words			√	
8.	The students ask the feedback after doing he activity related to the topic			√	

## APPENDIX XI

### DIARY NOTES

#### Diary Notes in Cycle I & 2

##### **Cycle / Meeting: I/1 (one)**

**Day/Date : Monday - Tuesday / 03<sup>rd</sup>- 04<sup>th</sup> August 2020**

In this gathering, the researcher presented herself and clarified the reason for his going to the school. The researcher watched the class condition, the students' inspiration in instructing and learning measure. There are 36 students in this class, but because thus COVID the students divided into two, In Monday 18 students and Tuesday 18 students. The students are very dynamic and they are welcome students. At that point, the researcher asked students who can assist the researcher with doing the meeting with certain students in that class and after that meet the teacher also. The researcher needed to know the students' experience in learning vocabulary particularly in vocabulary mastery. In light of the teacher conclusion in the meeting, the most issue looked by students are the way to master vocabulary. She additionally expressed that the students can construct the sentence by having rich vocabulary. At the vocabulary's side, they contended that vocabulary is perhaps the most need in learning vocabulary.

##### **Cycle / Meeting: I/2 (Two)**

**Day/Date : Friday – Saturday / 07 – 08 August 2020**

That was the second gathering, the researcher gave the pre-test in this gathering to quantify student's essential capacity in vocabulary prior to utilizing Show and Tell method in the genuine class. The students were offered times roughly 30 minutes to response the inquiries. The students

did the test well. Subsequent to having the test, the teacher checked the students work. Right now, the students' answer is generally low. Just 10 students passed the evaluation of 75. Different students got the point under 75 which is considered fall flat in the pre-test.

**Cycle / Meeting: I/3 (three)**

**Day/Date : Monday - Tuesday / 10 - 11 August 2020**

In this gathering, the teacher showed English vocabulary in the class. The teacher brought the exercise plan and furthermore the materials that will uphold the educating and learning measure. The teacher opened the class by welcome them. The students addressed excitedly. At that point, the teacher clarified the material arranged. In Monday Some students were still not center in the class. Some of them were making loud and talked one another. At that point in Tuesday the students likewise not focus and furthermore making uproarious. In any case, the teacher attempted to quiet them and requested that they follow the class genuinely. At that point, Show and Tell Method was presented. This time the instructor clarified what is Show and Tell method and how to utilize. The student did the method excitedly.

**Cycle / Meeting: I/4 (fourth)**

**Day/Date : Friday - Saturday / 14 – 15 August 2020**

In this gathering, the teacher likewise showed English vocabulary by utilizing Show and Tell method. They should bring out picture about the object in the class and student should memorize vocabulary in their object and the teacher ask the students in front of class one by one to memorize vocabulary. The students did the enthusiastically. They did it well. After completing the class, the teacher gave the post-test one. The students did the test around 25 minutes.

Thereafter, the teacher checked the students' test and contrasted it and the results in the pretest. Likewise, the students' score in the post-test I was in a way that is better than the pre-test. The same number of 19 students finished the assessment and just 17 understudies didn't do well in the test.

**Cycle / Meeting: II/5 (fifth)**

**Day/Date : Friday - Saturday / 21 - 22 August 2020**

This was the fifth gathering. The teacher trained the students with the exercise plan and material that have been readied. A few changes occurred in the class this time. The students were more dynamic and valiantly posed inquiry identified with the subject. The class were running in a way that is better than the past class same with students in Saturday they were all the more energetically. The students more like English. In this gathering the students definitely realize the teacher style in instructing and backing the teacherr's instructing objective.

**Cycle / Meeting: II/6 (Sixth)**

**Day/Date : Monday - Tuesday / 24 – 25 August 2020**

In this gathering the students followed the action given effectively. The teacher showed the material by utilizing Show and Tell method. After that the class was shut by the teacher and the students are approached to do the post-test II to see the improvement of their vocabulary. Right now, the teacher likewise directed the last meeting with the instructor and the students too in the wake of having the class. teacher said that the method was acceptable. What's more, the students followed the class eagerly. There were a few enhancements at the students. They were more actively and appreciate the class. Moreover, the students expressed that the class is greatly

improved. They contended that the method can improve their capacity to improve their vocabulary. The method likewise helped them to improve their way in learning vocabulary turning out to be simpler and additionally intriguing. There were 28 students who finished the assessment and just 8 students didn't breeze through the assessment.

## APPENDIX XII

### Pre Test

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

Look this picture to answer the question number 1 - 5



1. The room is place students study in the school. This is a .....
  - a. Classroom
  - b. Canteen
  - c. Students Health Unit
  - d. Office
2. Based on the picture above we can find....
  - a. Table, chair, whiteboard
  - b. Table, chair, pillow
  - c. Table, map, Tv
  - d, Table, Chair, plate
3. In the classroom so many things we find it, except.....
  - a. Table
  - b. Marker
  - c. Pillow
  - d. Whiteboard
4. My teacher writes using marker in the.....

- a. Blackboard
  - b. Whiteboard
- c. Table
  - d. Paper
5. Students study in the....
- a. Classroom
  - b. Canteen
- c. Students Health Unit
  - d. Office

**Look this picture to answer the question number 6 and 7**



6. If the students sick, student will go to....
- a. Canteen
  - b. Library
- c. Classroom
  - d, Students Health Unit
7. What are the things that you can find on the picture above, they are...
- a. Pillow, bed, medicine
  - b. Pillow, knife, map
- c. Medicine, scale, flag
  - d. Scale, map, ball

**Look this picture to answer the question number 8-11**





8. Based on the picture above, student can read book and borrow a book, it is.....
- a. Classroom                      c, Office  
b. Library                            d, School yard
9. In the library student not only find book but a..... to know situation in Indonesia
- a. Globe                              c. Newspaper  
b. Magazine                        d. Big book
10. Not only in the classroom, in library there is too....
- a. Table and Chair                c. Glass and Spoon  
b. Blanket and Pillows          d. Knife
11. The color of curtains in the pictures above is....
- a. Red                                 c. Blue  
b. Black                                d. Pink
12. Usually the student does experiment in the...
- a. Laboratory                        c, Canteen  
b. Library                              d, Office
13. Students go to school bring a....to read and write.
- a. Knife                                c, Book  
b. blanket                              d, Pillow



## APPENDIX XIII

### Post Test I

Look this picture to answer the question number 1-4



1. Based on the picture above, student can read book and borrow a book, it is.....
  - a. Classroom
  - b. Library
  - c. Office
  - d. School yard
2. In the library student not only find book but a..... to know situation in Indonesia
  - a. Globe
  - b. Magazine
  - c. Newspaper
  - d. Big book
3. Not only in the classroom, in library there is too....
  - a. Table and Chair
  - b. Blanket and Pillows
  - c. Glass and Spoon
  - d. Knife
4. The color of curtains in the pictures above is....
  - a. Red
  - b. Black
  - c. Blue
  - d. Pink

Look this picture to answer the question number 5 - 9



5. The room is place students study in the school. This is a .....
  - a. Classroom
  - b. Canteen
  - c. Students Health Unit
  - d. Office
6. Based on the picture above we can find....
  - a. Table, chair, whiteboard
  - b. Table, chair, pillow
  - c. Table, map, Tv
  - d. Table, Chair, plate
7. In the classroom so many things we find it, except.....
  - a. Table
  - b. Marker
  - c. Pillow
  - d. Whiteboard
8. My teacher writes using marker in the.....
  - a. Blackboard
  - b. Whiteboard
  - c. Table
  - d. Paper
9. Students study in the....
  - a. Classroom
  - b. Canteen
  - c. Students Health Unit
  - d. Office
10. Usually the student does experiment in the...

- a. Laboratory                      c, Canteen
- b. Library                            d, Office

11. Students go to school bring a....to read and write.

- a. Knife                              c, Book
- b. blanket                            d, Pillow

12. Student need ... to write something on the paper

- a. Book                                c, Ruler
- b. Eraser                              d, Pen

13. In the classroom there is ... to know part of North Sumatera.

- a. Book                                c. Watch
- b. Map                                 d. Pen

**Look this picture to answer the question number 14 and 15**



14. If the students sick, student will go to....

- a. Canteen                            c. Classroom
- b. Library                              d, Students Health Unit

15. What are the things that you can find on the picture above?

- a. Pillow, bed, medicine          c. Medicine, scale, flag

b. Pillow, knife, map

d. Scale, map, ball

## APPENDIX XIV

## Post Test II

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

Look the following picture carefully to answer the questions number 1 to 5



1. Based on the picture above, the room is...
 

a. Kitchen	c. Bathroom
b. Bedroom	d. Living room
2. We are sleep on the...
 

a. Chair	c. Blanket
b. Table	d. Bed
3. From the picture we can find some object like, except....
 

a. Blanket	c. Eraser
b. Pillow	d. Chair
4. I put my book, ball and other in the...
 

a. Table	c. Computer
b. Cupboard	d. Bag

5. From picture above, I put my hat on the .....
- |             |          |
|-------------|----------|
| a. Chair    | c. Table |
| b. Cupboard | d. Bed   |

**Look the following picture carefully to answer the questions number 6 to 9**



6. From the picture above, there are an object like....
- |                             |                           |
|-----------------------------|---------------------------|
| a. Table, Chair, Television | c. Aquarium, radio, glass |
| b. Telephone, carpet, knife | d. Table, Aquarium, spoon |
7. The picture above is....
- |             |                |
|-------------|----------------|
| a. Bathroom | c. Living room |
| b. Bedroom  | d. Classroom   |
8. The object for entertain, can hear sound and picture, it is
- |              |               |
|--------------|---------------|
| a. Telephone | c. Aquarium   |
| b. Radio     | d. Television |
9. The color of the carpet is...
- |          |          |
|----------|----------|
| a. Green | c. Red   |
| b. Black | d. Brown |



Look the following picture carefully to answer the questions number 10 to 12



10. From the picture above, the room is....
- a. Bedroom
  - b. Kitchen
  - c. Bathroom
  - d. Living room
11. There are many object in picture above, except....
- a. Refrigerator
  - b. Stove
  - c. glass and spoon
  - d. Television
12. Sintya use .... To cut the vegetables
- a. Glass
  - b. Spoon
  - c. Stove
  - d. Knife



13. From the picture above, the room is....
- a. Bathroom
  - c. Kitchen

- b. Bedroom
- d. Dining room

14. Andira use ... to clean her body

- a. Toothpaste
- c. Towel
- b. Soap
- d. Shampoo

15. When I want to dry my body, I use...

- a. Shower
- c. Shampoo
- b. Soap
- d. Towel

## APPENDIX XV

## KEY ANSWER

Pre-Test	Post Test I	Post Test II
1. A	1. B	1. B
2. A	2. C	2. D
3. C	3. A	3. C
4. B	4. C	4. B
5. A	5. A	5. A
6. D	6. A	6. A
7. A	7. C	7. C
8. B	8. B	8. D
9. C	9. A	9. C
10. A	10. A	10. B
11. C	11. C	11. D
12. A	12. D	12. D
13. C	13. B	13. A
14. D	14. D	14. B
15. B	15. A	15. D

## APPENDIX XVI

## The Students' Score During Pre - test (cycle I)

The Result of Students Vocabulary in the 1<sup>st</sup> Cycle

No	Respondents	Score	Passing Grade of Students ( $\geq 75$ )
1.	AS	70	Unsuccessful
2.	AI	70	Unsuccessful
3.	AN	80	Successful
4.	AU	50	Unsuccessful
5.	AL	87	Successful
6.	AH	47	Unsuccessful
7.	AM	30	Unsuccessful
8.	AZ	70	Unsuccessful
9.	BM	35	Unsuccessful
10.	DL	70	Unsuccessful
11.	DA	40	Unsuccessful
12.	DV	35	Unsuccessful
13.	DRH	60	Unsuccessful
14.	ES	75	Successful
15.	FIL	60	Unsuccessful
16.	FS	30	Unsuccessful
17.	IA	20	Unsuccessful
18.	IMH	87	Successful
19.	LMN	60	Unsuccessful
20.	MNF	70	Unsuccessful
21.	MN	75	Successful
22.	MT	75	Successful
23.	NHS	40	Unsuccessful
24.	RE	65	Unsuccessful

25.	RH	40	Unsuccessful
26.	RD	35	Unsuccessful
27.	RN	20	Unsuccessful
28.	RS	80	Successful
29.	SR	87	Successful
30.	SA	50	Unsuccessful
31.	SU	55	Unsuccessful
32.	SM	50	Unsuccessful
33.	SR	70	Unsuccessful
34.	SS	45	Unsuccessful
35.	SA	95	Successful
36.	SAY	75	Successful
	<b>TOTAL</b>	<b><math>\Sigma x = 2103</math></b> <b><math>M = 58,5</math></b>	

### The Students' Score During Post - test I (cycle I)

### The Result of Students Vocabulary in the 1<sup>st</sup> Cycle

No	Respondents	Score	Passing Grade of Students ( $\geq 75$ )
1.	AS	80	Successful
2.	AI	90	Successful
3.	AN	95	Successful
4.	AU	50	Unsuccessful
5.	AL	95	Successful
6.	AH	50	Unsuccessful
7.	AM	90	Successful
8.	AZ	70	Unsuccessful
9.	BM	50	Unsuccessful

10.	DL	95	Successful
11.	DA	45	Unsuccessful
12.	DV	75	Successful
13.	DRH	65	Unsuccessful
14.	ES	75	Successful
15.	FIL	65	Unsuccessful
16.	FS	50	Unsuccessful
17.	IA	40	Unsuccessful
18.	IMH	87	Successful
19.	LMN	75	Successful
20.	MNF	75	Successful
21.	MN	75	Successful
22.	MT	90	Successful
23.	NHS	45	Unsuccessful
24.	RE	65	Unsuccessful
25.	RH	50	Unsuccessful
26.	RD	45	Unsuccessful
27.	RN	40	Unsuccessful
28.	RS	85	Successful
29.	SR	87	Successful
30.	SA	90	Successful
31.	SU	60	Unsuccessful
32.	SM	65	Unsuccessful
33.	SR	70	Unsuccessful
34.	SS	75	Successful
35.	SA	95	Successful
36.	SAY	80	Successful
	<b>TOTAL</b>	<b><math>\Sigma x = 2609</math></b> <b><math>M = 72,5</math></b>	

**The Students' Score During Post - test II (cycle 2)**

**The Result of Students Vocabulary in the 2<sup>nd</sup> Cycle**

<b>No</b>	<b>Respondents</b>	<b>Score</b>	<b>Passing Grade of Students (<math>\geq 75</math>)</b>
1.	AS	100	Successful
2.	AI	75	Successful
3.	AN	100	Successful
4.	AU	75	Successful
5.	AL	100	Successful
6.	AH	75	Successful
7.	AM	90	Successful
8.	AZ	75	Successful
9.	BM	65	Unsuccessful
10.	DL	85	Successful
11.	DA	65	Unsuccessful
12.	DV	75	Successful
13.	DRH	75	Successful
14.	ES	75	Successful
15.	FIL	65	Unsuccessful
16.	FS	60	Unsuccessful
17.	IA	70	Unsuccessful
18.	IMH	90	Successful
19.	LMN	80	Successful
20.	MNF	80	Successful
21.	MN	75	Successful
22.	MT	85	Successful
23.	NHS	60	Unsuccessful
24.	RE	75	Successful
25.	RH	70	Unsuccessful

26.	RD	65	Unsuccessful
27.	RN	85	Successful
28.	RS	85	Successful
29.	SR	90	Successful
30.	SA	90	Successful
31.	SU	75	Successful
32.	SM	95	Successful
33.	SRI	85	Successful
34.	SS	85	Successful
35.	SA	100	Successful
36.	SAY	100	Successful
	<b>TOTAL</b>	<b><math>\Sigma x = 2895</math></b> <b><math>M = 80,5</math></b>	

### The Percentage of students' Vocabulary Mastery

Meeting	Students who got $\geq 70$	Percentage
Pre-Test	10	27,8%
Cycle 1	19	63,3%
Cycle 2	28	77,8 %



## APPENDIX XVII

## The Students' Attention List during the Research

No	Name of Students	Meeting					
		1	2	3	4	5	6
1.	Aisyah	√	√	√	√	√	√
2.	Aina	√	√	√	√	√	√
3.	Alya Nurhidayah	√	√	√	√	√	√
4.	Amelia Umro	√	√	√	√	√	√
5.	Aulia	√	√	√	√	√	√
6.	Awi Hambali	√	√	√	√	√	√
7.	Aminah	√	√	√	√	√	√
8.	Azra	√	√	√	√	√	√
9.	Budiman	√	√	√	√	√	√
10.	Dahlia	√	√	√	√	√	√
11.	Danil Al Varizi	√	√	√	√	√	√
12.	Deviana	√	√	√	√	√	√
13.	Dimas Ahmad Hambali Lubis	√	√	√	√	√	√
14.	Ervina SK	√	√	√	√	√	√
15.	Fitri Indah Lestari	√	√	√	√	√	√
16.	Fitri Sakina	√	√	√	√	√	√
17.	Ibnu Abbas	√	√	√	√	√	√
18.	Intan Mutiara Hati	√	√	√	√	√	√
19.	Lisda Murni NST	√	√	√	√	√	√
20.	Mhd. NurFauzan	√	√	√	√	√	√
21.	Muhammad Nabil	√	√	√	√	√	√
22.	Mutiara	√	√	√	√	√	√
23.	Nurhasanah	√	√	√	√	√	√

24.	Rafli Efendi	√	√	√	√	√	√
25.	Rahma	√	√	√	√	√	√
26.	Rahmadani	√	√	√	√	√	√
27.	Raudatul Nurhasanah	√	√	√	√	√	√
28.	Riski Saputra	√	√	√	√	√	√
29.	Sakila Rahmadani	√	√	√	√	√	√
30.	Sarifa Aini	√	√	√	√	√	√
31.	Sukri	√	√	√	√	√	√
32.	Siti Maryam	√	√	√	√	√	√
33.	Syahri Ramadhan Irsan	√	√	√	√	√	√
34.	Syahril Sitorus	√	√	√	√	√	√
35.	Syakira Aulia	√	√	√	√	√	√
36.	Syarifah Anggeryani	√	√	√	√	√	√

## APPENDIX XVIII

### Students' Name and Initial

No	Name of Students	Initial
1.	Aisyah	AS
2.	Aina	AI
3.	Alya Nurhidayah	AN
4.	Amelia Umro	AU
5.	Aulia	AL
6.	Awi Hambali	AH
7.	Aminah	AM
8.	Azra	AZ
9.	Budiman	BM
10.	Dahlia	DL
11.	Danil Al Varizi	DA
12.	Deviana	DV
13.	Dimas Ahmad Hambali Lubis	DRH
14.	Ervina SK	ES
15.	Fitri Indah Lestari	FIL
16.	Fitri Sakina	FS
17.	Ibnu Abbas	IA
18.	Intan Mutiara Hati	IMH
19.	Lisda Murni NST	LMN
20.	Mhd. NurFauzan	MNF
21.	Muhammad Nabil	MN
22.	Mutiara	MT
23.	Nurhasanah	NHS
24.	Rafli Efendi	RE

25.	Rahma	RH
26.	Rahmadani	RD
27.	Raudatul Nurhasanah	RN
28.	Riski Saputra	RS
29.	Sakila Rahmadani	SR
30.	Sarifa Aini	SA
31.	Sukri	SU
32.	Siti Maryam	SM
33.	Syahri Ramadhan Irsan	SRI
34.	Syahril Sitorus	SS
35.	Syakira Aulia	SA
36.	Syarifah Anggeryani	SAY

## APPENDIX XIX

## PHOTOGRAPHY EVIDANCE



**Picture 1:** The researcher gave Pre-test to Students



**Picture 2:** The researcher interviewed the teacher in cycle I



**Picture 3:** The student tried to memorizing vocabulary



**Picture 4:** The students doing the Post-test I



**Picture 5:** The teacher asked students one by one in front of the class to memorizing vocabulary



**Picture 6:** The teacher guiding students doing Post-Test



**Picture 7:** Interviewed the teacher in Cycle II



### **Autobiography**

Name : Ayu Andira

Student Number : 34.16.1.010

Place/ Date of Birth : Bogak, January 27<sup>th</sup> 1997

Sex : Female

Address : Jl. Beringin Gg, Nyirih Desa Bogak Tanjung Tiram

Name of Father : Abdul Karim

Name of Mother : Asmalia

#### **Education Background**

1. Primary School at SD Negeri 015889 Bogak
2. Junior High School at SMP N 04 Tanjung Tiram
3. Senior High School at SMA N 01 Tanjung Tiram
4. Student of English Department Faculty of Tarbiyah Science and Teachers Training



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Nomor : 071/338 / UPTDSMPN.2-TT/VIII/ 2020

Saya yang bertandatangan di bawah ini :

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Dengan ini menerangkan bahwa :

N A M A : Ayu Andira  
 NIM : 0504161010  
 TEMPAT TGL LAHIR : Bogak, 27 Januari 1997  
 PROGRAM STUDI : Pendidikan Bahasa Inggris  
 SEMESTER : VIII (Delapan)  
 ALAMAT : Jl. Surya H. No.20 Lau Dendang, Kec. Percut Sei Tuan, Kelurahan  
 Lau Dendang Kecamatan Percut Sei Tuan

Benar nama tersebut telah melakukan riset yang berhubungan dengan skripsinya yang berjudul  
 “ *Implementation of Show and Tell Method to Improve Students Vocabulary Mastery at  
 UPTD SMP Negeri 2 Tanjung Tiram*” di UPTD SMP Negeri 2 Tanjung Tiram dari tanggal 3  
 Agustus s/d 25 Agustus 2020.

Demikian Surat keterangan ini kami sampaikan semoga dapat dipergunakan sebagai mana  
 mestinya.

Tanjung Tiram, 26 Agustus 2020

KEPALA SEKOLAH  
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