

**THE EFFECT OF SHOW AND TELL METHOD TOWARDS  
VOCABULARY MASTERY AT GRADE VII STUDENTS  
OF SMPN 8 PADANGSIDIMPUAN**



**A Thesis**

*Submitted to the State Islamic University Syekh Ali Hasan Ahmad  
Addary Padangsidimpuan as a Partial Fulfillment of the Requirement  
for the Degree of Educational (S.Pd) in English Educational  
Department*

**Written by:**

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PADANGSIDIMPUAN**

**2024**

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**2024**

## LETTER OF AGREEMENT

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a.n. Tio Morina Harahap

Padangsidempuan, 3 January 2025  
To: Dean of Tarbiyah and Teacher  
Training Faculty  
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Assalamu'alaikum warahmatullah wabarakatuh

After reading, studying, and giving advice for necessary revision on the thesis belongs to **Tio Morina Harahap**, entitled "**The Effect of Show and Tell Method Towards Vocabulary Mastery at Grade VII Students of SMPN 8 Padangsidempuan.**"

we assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

Wassalamu'alaikum warahmatullah wabarakatuh

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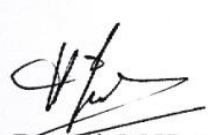
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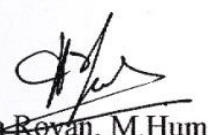
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## **ABSTRACT**

Name : Tio Morina Harahap  
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Thesis Title : The Effect of Show and Tell Method Towards Vocabulary Mastery at Grade VII Students of SMPN 8 Padangsidempuan

This research discusses the Show and Tell Method on students' vocabulary in class VII of SMPN 8 Padangsidempuan. This study aims to determine the vocabulary of students before and after learning by using Show and Tell Method and to find out whether Show and Tell Method has a significant effect on students' vocabulary. This research used quantitative method with experimental design and pretest-posttest control group design. The population of this study was the seventh grade students of SMPN 8 Padangsidempuan consisting of 115 students. In sampling, researchers used cluster random sampling technique where there were two classes as samples, namely class VII 1 (20 students) as the experimental class and class VII 4 (20 students) as the control class. Data collection was carried out by giving pre-test and post-test in the form of multiple choices as the instrument. To analyse the data, this study used independent t-test. The researcher found that the mean score of the experimental class after learning using the show and tell method (80.2) was higher than the mean score of the experimental class before learning using the show and tell method (51.3). In analysing the data, this study used an independent t-test. After doing the t-test calculation, the researcher found that  $t_{count}$  (6.091)  $t_{table}$  (2.024). This means that the hypothesis is accepted. It can be concluded that there is a significant effect of Show and Tell Method Towards Vocabulary Mastery at grade VII students of SMPN 8 Padangsidempuan. Therefore, Show and Tell can be used as one of the reference methods in teaching vocabulary.

**Keywords: Show and Tell Method, Vocabulary Mastery**

## **ABSTRAK**

Nama : Tio Morina Harahap  
NIM : 2020300014  
Judul Skripsi : Pengaruh Metode Show and Tell Terhadap Penguasaan Kosakata Siswa Kelas VII SMPN 8 Padangsidempuan

Penelitian ini membahas Metode Show and Tell terhadap kosakata siswa di kelas VII SMPN 8 Padangsidempuan. Penelitian ini bertujuan untuk mengetahui kosakata pada siswa sebelum dan sesudah pembelajaran dengan menggunakan Show and Tell Method dan untuk mengetahui apakah Show and Tell Method berpengaruh secara signifikan terhadap kosakata siswa. Penelitian ini menggunakan metode kuantitatif dengan design eksperimen dan rancangan pretest-posttest control group design. Populasi dari penelitian ini adalah siswa kelas VII SMPN 8 Padangsidempuan yang terdiri dari 115 siswa. Dalam pengambilan sampel, peneliti menggunakan teknik cluster random sampling dimana terdapat dua kelas sebagai sampel yaitu kelas VII 1 (20 siswa) sebagai kelas eksperimen dan kelas VII 4 (20 siswa) sebagai kelas control. Pengumpulan data dilakukan dengan memberikan pre-test dan post-test dalam bentuk pilihan ganda sebagai instrumennya. Untuk menganalisis data, penelitian ini menggunakan uji-t independen. Peneliti menemukan bahwa nilai rata rata kelas eksperimen setelah pembelajara menggunakan metode show and tell (80,2) lebih tinggi daripada nilai rata rata kelas eksperimen sebelum pembelajaran menggunakan metode show and tell (51,3). Dalam menganalisis data, penelitian ini menggunakan uji-t independen. Setelah melakukan perhitungan uji-t, peneliti menemukan bahwa  $t_{hitung}$  (6.091)  $t_{tabel}$  (2,024). Ini berarti hipotesis diterima. Dapat disimpulkan bahwa terdapat pengaruh yang signifikan dari Metode Show and Tell terhadap penguasaan kosakata siswa kelas VII SMPN 8 Padangsidempuan. Oleh karena itu, Show and Tell dapat digunakan sebagai salah satu metode referensi dalam mengajarkan kosakata.

**Kata Kunci:** Show and Tell Method, Penguasaan Kosakata

## ملخص البحث

|             |   |
|-------------|---|
| الاسم       | تيو مورينا حراهاب   |
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| عنوان البحث | تأثير طريقة العرض والإخبار في تدريس المفردات لطلاب الصف السابع في مدرسة سيكولاه |
|             | مينينغا بيرتاما ٨ بادانغسيديمبوان   |

تتناقش هذا البحث طريقة العرض والحكي على مفردات الطلاب في الصف السابع من المدرسة الإعدادية ٨ بادانغسيديمبوان. تهدف هذه الدراسة إلى تحديد مفردات الطلاب قبل وبعد التعلم باستخدام طريقة العرض والحكي ومعرفة ما إذا كان لطريقة العرض والحكي تأثير كبير على مفردات الطلاب. استخدم هذا البحث الأسلوب الكمي مع التصميم التجريبي وتصميم المجموعة الضابطة قبل الاختبار وبعده. كان مجتمع هذه الدراسة هو طلاب الصف السابع في مدرسة بادانغسيديمبوان الإعدادية ٨ الإعدادية التي تتكون من ١١٥ طالبًا. في أخذ العينات، استخدم الباحثون أسلوب أخذ العينات العشوائية العنقودية حيث كان هناك صفان كعينات، وهما الصف السابع (٢٠ طالبًا) كصف تجريبي والصف السابع ٤ (٢٠ طالبًا) كصف ضابطة. وقد تم جمع البيانات عن طريق إجراء اختبار قبلي واختبار بعدي في شكل اختيار من متعدد كأداة. ولتحليل البيانات، استخدمت هذه الدراسة الاختبار الجزئي المستقل. ووجدت الباحثة أن متوسط درجات الفصل التجريبي بعد التعلم باستخدام طريقة العرض والإخبار (٨٠.٢) كان أعلى من متوسط درجات الفصل التجريبي قبل التعلم باستخدام طريقة العرض والإخبار (٥١.٦). في تحليل البيانات، استخدمت هذه الدراسة الاختبار الجزئي المستقل. بعد إجراء عملية حسابية للاختبار الجزئي، وجد الباحث أن (٤.٥٧٢) (٦.٠٩١). وهذا يعني أن الفرضية مقبولة. ويمكن استنتاج أن هناك تأثيراً كبيراً لطريقة العرض والحكي في تدريس المفردات لطلاب الصف السابع من المدرسة الثانوية ٨ بادانغسيديمبوان. لذلك، يمكن استخدام أسلوب العرض والحكي كأحد الأساليب المرجعية في تدريس المفردات.

الكلمات المفتاحية طريقة العرض والإخبار، إتقان المفردات



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Padangsidempuan, November 2024  
Researcher

Tio Morina Harahap  
Reg.Number 2020300014

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Vocabulary as a basic learning is one very important aspect in learning language. It needs to know much vocabulary to produce a language. All skills in English need vocabulary to comprehend the language easier. Vocabulary as the basic of language can form the formulation of complete spoken and written texts in language aspect.

Vocabulary is the core of English study. People can speak, write and express something in English if vocabulary have been mastered. It can be said that vocabulary is a mother of English.

Students struggle to communicate their feelings and comprehend others by vocabulary.<sup>1</sup> For the most part, vocabulary is all about words. When someone uses language someone uses words all the time thousands of them. If someone knows a language well, someone knows how to write the words and how to say them. Vocabulary refers to the body of words and phrase that a person knows and uses in particular language. It is an essential component of language and plays a crucial role in communication, comprehension, and expression. Many students have the mindset that vocabulary is exceptionally troublesome.

So that, it is necessary to consider about the vocabulary teaching technique that is interesting and fun for students. In the junior high school

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<sup>1</sup> Rodrigo Viera Tovar, "Vocabulary Knowledge in the Production of Written Texts: A Case Study on EFL Language Learners," *Revista Tecnológica Espol-Rte* 30, no. 3 (2017): 89.

(SMP) curriculum, teaching English covers four skills namely reading, listening, speaking and writing. The four skills are supported by the learning of language elements. They are structure: Vocabulary, grammar and pronunciation.

That is why vocabulary is important to be learned as a basic knowledge to master all skills in English. The words are known not only as individual words, but also a group of words that have meaning. To develop students' language skill in reading, listening, speaking and writing. The students must have degrees of vocabulary. Saniago stated "Nothing can be done without the vocabulary. It is the basis for communication".<sup>2</sup> Its means someone should have the stock of vocabulary in order they can develop their English.

Based on deep observation to the VII grade students while learning proses. The researcher found 3 problems. First, vocabulary of students is still lack. Second, the students get difficulties to memorize and understand the meaning of vocabulary. Third, the students are lazy to learn English because they feel that learning English is very difficult. That means that the understanding of vocabulary mastery is very low

Next, based on interview from the English teacher of SMP Negeri 8 Padangsidempuan Mrs. Linceria Saragih, the researcher got some interesting points. First, English teacher stated students lacked vocabulary and lacked confidence in their ability to communicate English while the

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<sup>2</sup> Saniago Dakhi, "The Principles and the Teaching of English Vocabulary: A Review," *JET (Journal of English Teaching)* 5, no. 1 (2019): 16, <https://doi.org/10.33541/jet.v5i1.956>.

teacher asked them to speak English. It is because they are lack of vocabulary.<sup>3</sup> Second, the researcher interviewed the students, the students stated that is true that they are limited vocabulary. They also stated that they are lazy to memorize some vocabulary that was asked by the teacher. The teacher's continued employment of traditional or conventional methods of instruction can be determined. The teacher asked the students to memorize some vocabulary that was written on the whiteboard. The way the teacher taught made the students disinterested in what they are studying.

From these conditions, the researcher believed that in teaching vocabulary, teachers need to provide students with creative methods, so that vocabulary learning is successful. Such as Royani et al stated learning is a process of reaching all the knowledge, attitudes, habits and preferences.<sup>4</sup> English teachers also need to apply appropriate teaching methods to solve problems for students who have difficulty mastering vocabulary. Using the method is necessary to learn vocabulary since it can be utilized to attract and address the issue in learning vocabulary.

Therefore, one of the method can be used to solve the problem in English vocabularies is utilizing Show and Tell (S&T) method. Gordon, M & Harel, stated that Show and Tell method (S&T) is a new method. This method combines the method of natural language parsing with the

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<sup>3</sup> Private Interview with Mrs.Linceria Saragih. As English Teacher at SMP Negeri 8 Padangsidempuan, observation, April 13th time 10: 30 a.m).

<sup>4</sup> Ida Royani, Nessy Cahyani, and Wilda Ariannur, "English Students' Learning Strategi During," *International Online Conference on English and Education*, 2021, 2.



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 method is an activity of showing something by bringing an object and telling others about it.<sup>6</sup> Show and Tell Method helps the students much in mastering vocabulary. Show and Tell Method is one of strategy in vocabulary mastery that is suitable for English learners.

During the learning process, the Show and Tell method is the right method to apply students to arouse students' enthusiasm for learning vocabulary. Moreover, this method also can be done with their friends, such as in pairs, group work, even individually. From this activity can builds cohesiveness and cooperation between students. So, by using this method students will be more active and the class atmosphere will also be fun. Therefore, this fun method is proposed to help English teachers in teaching vocabulary.

Based on the explanation above, it can be concluded that one of students' problem in English is vocabulary. So, the researcher tries to

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

<sup>6</sup> Aulia Sri Wulandari et al., "The Effect Of Show And Tell Method On Students' Speaking Ability At Eighth Grade Of Mts Diniyah Pandai Sikek," *J-CEKI: Jurnal Cendekia Ilmiah* 2, no. 1 (2022): 103, <https://doi.org/10.56799/jceki.v2i1.1190>.

attract the students' interests by Show and Tell Method on the students' vocabularies. Therefore, the writer is interested in carrying out a research entitle **"The Effect of Show and Tell Method Towards Vocabulary Mastery at Grade VII Students of SMPN 8 Padangsidempuan"**

### **B. The Identification of the Problem**

Based on the background of the problem above, the researcher identified the problems as follows:

1. The students' vocabulary is still lack.
2. The students get difficulties to memorize and understand the meaning of vocabulary
3. The students are lazy to learn English because they feel that learning English is very difficult

### **C. The Limitation of the Problem**

Based on the identification of the problems above. Here, the researcher does not discuss all the problems. The researcher limits the study by using method. There are many methods for teaching vocabulary. However, the researcher only use show and tell method for teaching vocabulary. Related to lesson plan the VII grade focus to vocabulary about places, things and animals.

#### **D. The Formulation of the Problem**

Based on the limitation of the problem above, the formulation of the problem in this research as follow:

1. How is the students' vocabulary mastery before learning by using Show and Tell Method at grade VII Students of SMPN 8 Padangsidempuan?
2. How is the students' vocabulary mastery after learning by using Show and Tell Method at grade VII Students of SMPN 8 Padangsidempuan?
3. Is there any significant effect of Show and Tell Method towards vocabulary mastery at grade VII Students of SMPN 8 Padangsidempuan?

#### **E. The Objectives of the Problem**

Based on the formulation above, the purpose of this research as follows:

1. To know how students' vocabulary mastery before using Show and Tell Method at grade VII Students of SMPN 8 Padangsidempuan
2. To know how students' vocabulary mastery after using Show and Tell Method at grade VII Students of SMPN 8 Padangsidempuan
3. To find out whatever the Show and Tell Method significantly effect towards vocabulary mastery at grade VII Students of SMPN 8 Padangsidempuan

## **F. The Significances of the Research**

The significance of the research is expected to be useful for the teacher to improve their teaching of English vocabulary. It is also expected to be useful for the students in increasing their vocabulary. The study has two major benefits as follows:

### **1. English Teacher**

Through this research, it is hoped this method can help teachers in teaching vocabulary to make lessons more fun and students don't feel bored.

### **2. Headmaster**

As an information especially about teaching vocabulary by using words search puzzle at the eighth grade students of SMP N 8 Padangsidempuan..

### **3. Other Researchers**

The researchers who want to get more knowledge about vocabularies, this research can be a reference to their research.

## **G. The Outline of the Research**

In this research, the researcher was divided into five chapters. Each chapter consists of sub chapter with detail as follows:

Chapter I consists of the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the objectives of the research, the significance

of the research, the definition of operational variables, and outline of the thesis.

Chapter II consists of theoretical description which explained about Vocabulary Mastery and Show and Tell Method, the related findings, the conceptual framework and the hypothesis.

Chapter III consists of the time and the place of the research, the research design, the population and the sample, the instrument of data collection, the validity and the reliability of instrument, the research procedure, the technique and data analysis. Chapter IV consists of result of the research, it explained about description data of pre-test, description of post-test, description of data of pre-test and post-test. Then the hypothesis test, discussion, and threats of the research. Chapter V consists of conclusion, and suggestion given by the researcher

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Description

##### 1. Vocabulary

###### a. Definition of Vocabulary

As indicated by McCarthy and Keeffe, Vocabulary is the assortment of words comprise of things, action words, descriptors, intensifiers, and relational words that an individual knows.<sup>7</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>8</sup> Vocabulary is knowledge of words with their meanings.<sup>9</sup> According to Khorasgani & Kaneghir emphasizes that good vocabulary mastery affects a person's mastery of a language.<sup>10</sup> It can be concluded vocabulary is a key factor in mastering English skills such as speaking, writing, reading and listening, according to various studies. Understanding the quantity of one's vocabulary is essential for effective language teaching.

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<sup>7</sup> Michael McCarthy and Anne O Keeffe, *Vocabulary Matrix*, ed. Eunice Yaetes (Canada: Jason Mann, 2010).

<sup>8</sup> Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*, *Teaching and Learning Vocabulary: Bringing Research to Practice*, 2005, <https://doi.org/10.4324/9781410612922>.

<sup>9</sup> Alizadeh Iman, "Vocabulary Teaching Techniques: A Review of Common Practices," *International Journal of Research in English Education* 1, no. 1 (2016): 22–30.

<sup>10</sup> Amir Toghyani Khorasgani and Mansour Khanehgir, "Teaching New Vocabulary To Iranian Young Fl Learners: Using Total Physical Response and Keyword Methods," *International Journal of Education* 10, no. 1 (2017): 60, <https://doi.org/10.17509/ije.v10i1.5961>.



In curriculum K13 “Vocabulary is a collection of alphabets arranged in a dictionary consisting of one word or more than one words that has meaning”.<sup>11</sup> Vocabulary plays an important role. Therefore, students should be master as many as possible vocabularies. So, it can be said that without understanding words, someone finds it difficulties to compose a sentence.

Based on explanation above, it can be concluded that vocabulary is a list of the word to deliver something. Vocabulary is a set of words that must be learned how well learners speak, listen, read, and write in learning English uses to communicate. Vocabulary is a large number of words that students have to know, not only memorizing the form of the words but also understand the meaning of the words.

## **b. Types of Vocabulary**

There are many kind of vocabulary, According to Harmer there are two kinds of vocabulary that consisted of receptive vocabulary or passive vocabulary and productive vocabulary or active vocabulary. The further explain is:

1. Active/Productive Vocabulary refers to put items which learn can use appropriately in speaking, writing, and it is also called as productive vocabulary, although in fact it is more difficult to put into practice.
2. Passive/Receptive vocabulary refers to language item that can recognize and understand in this context of reading or listening also called as receptive vocabulary.<sup>12</sup>

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<sup>11</sup> Siti Wachidah et al., *When English Rings a Bell*, ed. Rd. Safrina Noorman dan Lestari Manggong (Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud., 2013).

<sup>12</sup> Scoot Thornbury, *How to Teach Vocabulary*, n.d.

So, the researcher indicates that active vocabulary refers to words that students use in writing and speaking, whereas passive. In summary, productive vocabulary encompasses words that learners not only comprehend but also use effectively in both speaking and writing, facilitating clear and purposeful communication. In contrast, receptive vocabulary includes words that learners can recognize and understand within context but may not be able to use accurately in their own speech or writing.

### **c. Purpose of Vocabulary**

In general purpose of vocabulary is often views as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. There are several purposes of vocabulary.

1. To express their opinion thinking
2. To express idea in their society
3. To learn the basic words they need to get by in language
4. Particular in early stages when students are motivated.<sup>13</sup>

According to Morafeh, the purpose of mastering vocabulary is divided into three purposes of vocabulary, they are:

1. To achieving students possess the most sufficient vocabulary
2. Need to determine the students' vocabulary for business
3. To communicative competence and to the acquisition of a second language.<sup>14</sup>

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<sup>13</sup> Roger Grower, *Teaching Practice Handbook By Roger Gower.Pdf*, n.d.

<sup>14</sup> Alqahtani Mofareh, "The Importance of Vocabulary in Language Learning and How to Be Taught," *International Journal of Teaching and Education* III, no. 3 (2015): 22, <https://doi.org/10.20472/te.2015.3.3.002>.

Meanwhile, in curriculum, the purpose of vocabulary is students are able to memories vocabulary, students are able to enrich vocabulary in daily activity, and students are able to know the meaning of words.<sup>15</sup>

Based on the purpose above, vocabulary helps students express their idea precisely in communication, students are able memories vocabulary, and students are able enrich vocabulary in daily activity, and students are able to know the meaning the words.

#### **d. Teaching Vocabulary**

Vocabulary teaching and learning were often given little priority in second language programs, but recently there has been a renewed interest in the nature of vocabulary and its role in learning and teaching. Thus, although the course curriculum was often quite specific about aspects of teaching such as grammar, reading, or speaking, little specification was given to the role of vocabulary.<sup>16</sup> In this case, vocabulary teaching is still small, so vocabulary teaching needs to be improved so that in the future it will be more attractive to students, because vocabulary is one of the ways that vocabulary is one of the success keys in learning.

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<sup>15</sup> Syllabus of Seventh Grade of Junior High School in Curriculum K-13

<sup>16</sup> Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching* (New York: Cambridge University Press, 2002).

In teaching vocabulary, teachers need to be able to master the material in order to be understood by students, and make them interested and happy in the teaching and learning process in the classroom. A student's ability to master vocabulary will help them master all aspects of language learning, including listening, speaking, reading, and writing. Teaching vocabulary can help others learn to do a particular things, is an everyday activity in which many people engage regularly. Teaching is helping others learn to do a particular thing.

#### **e. Principles of Teaching Vocabulary**

As for principles of teaching vocabulary, an account for what vocabulary forms need to teach and the principles of how they are taught is crucial. As suggested by Vinde the teachers should make the class to be fun (by gaming), establish groups, call on each student, and teacher always encouraged students to speak to the teacher and to each other in the class.<sup>17</sup>

There are many theories about the principles of teaching vocabulary. But researcher only focused to Nation, according to Nation there are six principles in teaching vocabulary, namely:

1. Keep teaching simple and clear. Don't give complicated explanation

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<sup>17</sup> Sokhira Linda Vinde Rambe, "Exploring Interaction Patterns in EFL Teaching and Learning Context" 4778 (2022): 2212, <https://doi.org/10.24256/ideas.v10i2.3048>.

2. Connecting current teaching with past knowledge with the aim of stimulating students
3. Use oral and written presentation, write on whiteboard and explanations that are easy for students to understand
4. Pay the greatest attention to words that are partially known
5. Tell students whether high-frequency words are worth saying not for future attention
6. Do not explain other related matters that are unknown or poorly known words such as near synonyms, opposite words, or members of the same lexical association

Keep teaching simple and clear. Don't give complicated explanation.<sup>18</sup>

Based on the principles of teaching vocabulary by Nation it can be concluded that the teacher should use the best way to teach the students to make students easier in understanding vocabulary.

#### **f. Assessing Vocabulary**

Vocabulary assessment is an important component of language education, providing teachers with valuable insights into students' understanding and use of words. In curriculum the junior high school there are several aspects of vocabulary assessment including "identifying, spelling, and meaning".

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<sup>18</sup> Paul Nation, "Teaching Vocabulary," *ASEAN EFL JOURNAL*, 2022, 2, <https://doi.org/10.4324/9781003022497-24>.

1. Identifying : Students identify the names of people and numbers of animals, objects that are close to students' daily lives through pictures and videos independently.
2. Spelling : Students spell the words and use the punctuation correctly.
3. Meaning : Students know the meaning of spoken vocabulary through pictures and videos independently.
4. Memorizing : Students remember the name of animal, objects that are close to students daily activities through pictures and videos.<sup>19</sup>

This research not discuss about all of the aspects in assessing vocabulary in teaching and learning process. The researcher will focus on two aspects, they are identifying and memorizing. These aspects become a reference in achieving the target to determine the progress of students' vocabulary mastery. Brown states. test is a method that measuring a person ability and knowledge.<sup>20</sup> The test should be related to students' material lesson. The words to be tested can be chosen to create the test. Therefore, the vocabulary test need to be connected to the students' course material.

Vocabulary assessment seems straightforward in the sense the word list are ready to provide a basis for selecting a set of word to be testes. There are some tests that used for vocabulary testing, they are:

1. Multiple Choice (choose the correct one)  
Although the multiple-choice format is one of the most widely used methods of vocabulary assessment, both for native speaker

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<sup>19</sup> Wachidah et al., *When English Rings a Bell*.

<sup>20</sup> H Douglas Brown, *Language Assessment Principles and Classroom Practices* (San Fransisco: Longman, 2001).



and for the second language learners, it is limitation have also recognized for long time.

2. Completion (write or fill the missing word)  
Completion format is an item that researcher used sentence or sentences that have a missing word and then, the students have to complete or fill the missing one.
3. Translation (translate the underlined word to another language, such as Indonesian language)  
This item is the easy one, because the students only need to translate the underlined word to another language that the researcher divided.
4. Matching (match each word with it meaning)
5. In this item, the format will written used the column A and B, then the students will match them. In this research, the researcher will ask the students to matching the word with synonyms and antonyms.<sup>21</sup>

These test that illustrated above will be written and used in this research to assess students' vocabulary and to diagnose the students' weakness in mastering vocabulary. So, in this research can be concluded assessing for students vocabulary used multiple choice.

#### **g. Material of Teaching Vocabulary**

There are many materials in vocabulary teaching. It is in syllabus of seventh grade of junior high school in curriculum 2013. The book used in SMPN 8 Padangsidempuan is "When English Rings the Bell". It is divided into eight chapters, they are: Good morning. how are you? its me! (chapter I) , its me (chapter II), what time is it? (chapter III), this is my world (chapter IV), its a beautiful day (chapter V), we love what we do (chapter VI), I'm

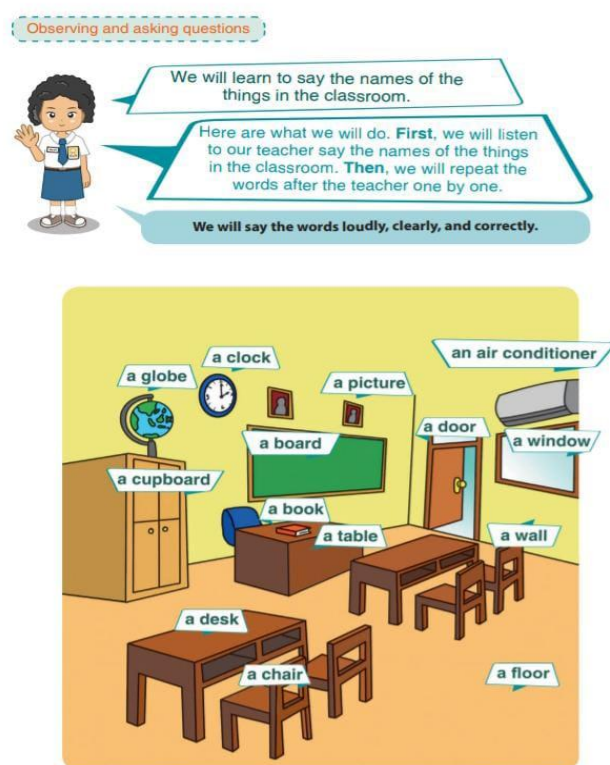
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<sup>21</sup> Read John, "Assessing Vocabulary," *Teaching Literacy Effectively in the Modern Classroom for Ages 5–8*, 2024, 78–82, <https://doi.org/10.4324/9781003130758-11>.

proud of Indonesia! (chapter VII), that what friends are supposed to do (chapter VIII).<sup>22</sup>

In this research, to know the students' vocabulary mastery, researcher limit the materials of vocabulary into basic vocabulary includes the name of animals, name of things and public places by using show and tell method. The following is an example of the material that students will study:

#### 1. Material one Vocabulary of Things in Teaching



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Kelas VII SMP/MTs

**Figure II.1 The Materials of Things**

Source: *When English Rings a Bell*<sup>23</sup>

<sup>22</sup> Wachidah et al., *When English Rings a Bell*.

## 2. Material two Vocabulary of Public Place in Teaching



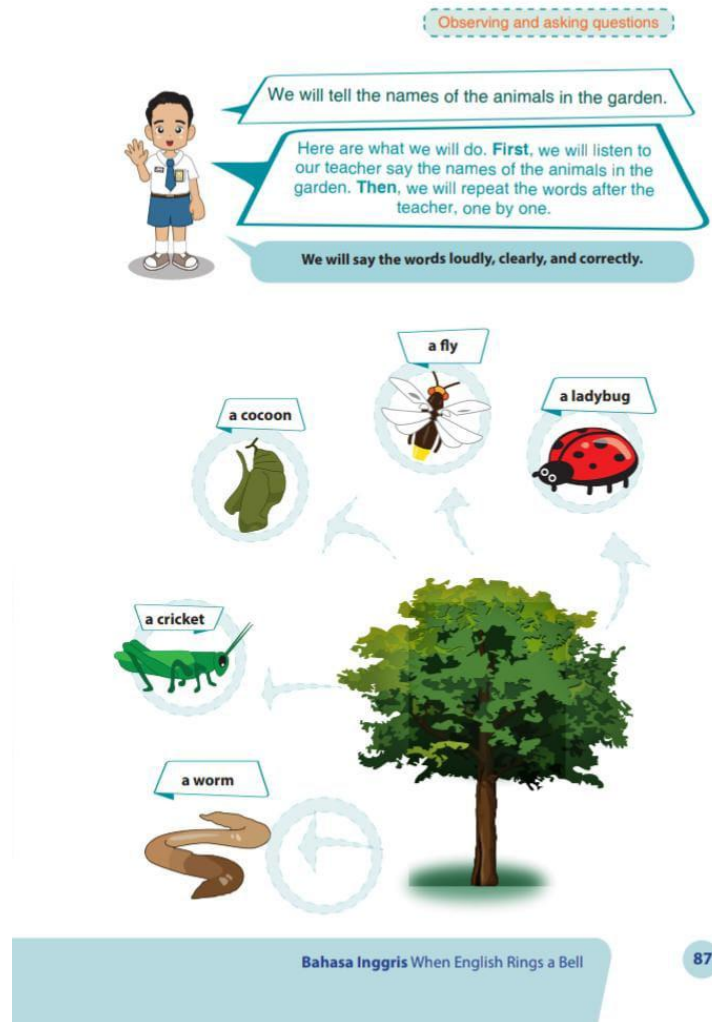
**Figure II.2 The Materials of Public Places**

*Source: When English Rings a Bell<sup>24</sup>*

<sup>23</sup> Wachidah et al.

<sup>24</sup> Wachidah et al.

### 3. Material three Vocabulary of Animals in Teaching



**Figure II.3 The Materials of Animals**

*Source: When English Rings a Bell<sup>25</sup>*

<sup>25</sup> Wachidah et al.

## 2. Show and Tell Method

### a. Definition of Show and Tell Method

Show and tell method is a learning activity method that creates an opportunity for each individual to express his or her opinion, then combines in pairs, groups.<sup>26</sup> Meanwhile, Show and Tell in Indonesian also called “Showing and Telling”. Show and Tell is an activity carried out by showing an object and then telling about the object to the audience. The show and tell method is activity indicates something that is followed with explaining activities. Show and Tell is an activity of showing something by bringing an object and telling others about it.<sup>27</sup> Furthermore, through Show and Tell method, students will learn how to deliver their vocabulary carefully and it can provide an opportunity for the students to seek and construct a meaningful communication and represent their learning through spoken language.

Intent of this show and tell method is shows something like a picture or objects and then explain them accordingly with the circumstances.<sup>28</sup> For example, a student shows a picture of a events in front of the class and then students explain the contents of the

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<sup>26</sup> Enma Oktaviani et al., “An Analysis of How Effective Show and Tell Method to Teach Vocabulary Learning” 3 (2023): 209.

<sup>27</sup> M H Pd Rahman et al., *Menyimak Dan Berbicara Teori Dan Praktik*, ed. Asri Wibawa Sakti, 1st ed. (Jatinangor: Alqaprint Jatinangor, 2019).

<sup>28</sup> Hasnah, Fajar, and Nurdini Fajriyanti, *Penerapan Metode Pembelajaran Show and Tell Pada Materi Iklan Untuk Meningkatkan Keterampilan Penguasaan Kosakata Siswa Kelas V Sekolah Dasar PGSD Pare-Pare Kampus V UNM*, *Jurnal Pendidikan & Pembelajaran Sekolah Dasar*, vol. 513, 2022, <https://ojs.unm.ac.id/jppsd/index>.

picture, such as what events are happening in the picture, how to respond and deliver advice on the incident. Show and Tell is an activity that encourages children to tell their experiences, such as experience at home, school or community environment, everything is told by children simply.

Based on the explanation above, show and tell method is a learning method with activities the students shows an objects and states opinions, express feelings, desires, and experiences related to the objects. The goals of the show and tell method is to train students to speak in front of the class and familiarize students with sensitivity about simple everyday things. Meanwhile, Show and Tell method basically defined as a method in teaching and learning process by sharing time activity for students.<sup>29</sup> So, 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.

The purpose of this show and tell method is to train students to speak in front of the class and familiarize students with sensitivity about the simple things in life everyday life and understanding problems social events occurring in their

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<sup>29</sup> Betty Kasita Bangun, "Improving Students' Vocabulary By Using Show And Tell Method: A Classroom Action Research," *International Journal of Language Teaching and Education* 2, no. 1 (2018): 42, <https://doi.org/10.22437/ijolte.v2i1.4517>.



environment, give students a sense of courage and desire to be involved in social problems. Show and tell method, in the student's learning process given the opportunity to be active through speaking activities with the help of the media pictures, students are given the freedom to convey what's on his mind. Students will be more motivated to be brave performing and speaking in front of others and students are no longer passive in learning.

Based on the 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 experience related to object or another. Show and Tell can make students active in the process learning and provide opportunities for students to share ideas with each other, consider the most appropriate answers, and encourage students to improve their cooperation. By showing and telling stories, this activity is a learning activity which shows an object and then observes it and then tells what is related to it that thing.<sup>30</sup> Based on some explanation above, the researcher chooses one method that is Show and Tell method.

But on the other hand, based on the definition above, there are several definitions of the show and tell method, namely by

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<sup>30</sup> Suharti Sirajuddin, Reni Safitri, and Maria Enjelina Debibilian, "Show and Tell Sebagai Metode Belajar Literasi Siswa Di Dalam Kelas," *ABDI SAMULANG: Jurnal Pengabdian Kepada Masyarakat* 3, no. 1 (2024): 41, <https://doi.org/10.61477/abdisamulang.v3i1.32>.

Oktaviani, Apriyanto, Husna, and Wulandari about this research, but researcher are more interested in research conducted by Oktaviani because it is easy to understand and more logical.

#### **b. Application of Show and Tell (S&T) Method**

According to Oktaviani et al, there are several that can be applied in teaching vocabulary, namely Show and Tell with personal objects, show and tell with food, and show and tell with pictures and photos are:

##### **1. Show and Tell with personal items**

Students can bring personal items to use when doing show and tell methods such as pen, flowers, plays, book, shoes, and etc.

##### **2. Show and Tell using food**

Food is a necessary item for kids and has a powerful influence on their ability to learn independence and responsibility. Students can describe things like taste, colors, and the primary ingredients used to make meals when they are showing and telling.

##### **3. Show and Tell use pictures and photos**

Pictures and photos can be a useful tool for promoting independence, responsibility, and skill. Through stories that are

supported by media visuals or photos, children can accept these skills with luck.<sup>31</sup>

From the explanation above, researcher choose using picture or photos as a media for teaching vocabulary by using show and tell method. Researcher believe by using photos will make it easier for students to understand, pictures can help clarify the meaning of words that are difficult to understand, strengthen students' memory, through pictures can help strengthen students' memory of the vocabulary being taught and increase students' interest in learning vocabulary. The use of pictures in teaching will make learning more interesting and fun for students so that they are more motivated to learn.

### **c. Procedure Show and Tell (S&T) Method**

Oktaviani et al stated teaching vocabulary by show and tell method namely:

- 1) The teacher shows some concrete objects, pictures of objects, or pictures of events to students.
- 2) Students describe concrete objects and pictures of an object or explain events in the pictures shown by the teacher.
- 3) Students are divided into several groups.

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<sup>31</sup> Oktaviani et al., "An Analysis of How Effective Show and Tell Method to Teach Vocabulary Learning."

- 4) Students and their groups discuss appropriate sentences to describe concrete objects and pictures of objects or tell pictures of events.
- 5) Students and their groups describe concrete objects and pictures of objects or tell pictures of event.<sup>32</sup>

According to Rahman et al stated teaching vocabulary by show and tell method namely:

1. The teacher explains to students about show and tell method.
2. Teacher divided students into 4 groups consist of 5 students.
3. Teacher gives a picture to teach group then asks students to write the vocabulary.
4. Teacher give students time to ask question and write simple words about the picture they each have.
5. Teacher comments on what the students do.<sup>33</sup>

Based on the steps explained above, researcher chooses one of steps that will be included in the lesson plan, namely the steps that have been described by Rahman et al because the steps can be more effectively applied to make students easier to memorize vocabulary in learning.

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<sup>32</sup> Oktaviani et al.

<sup>33</sup> Rahman et al., *Menyimak Dan Berbicara Teori Dan Praktik*.

#### **d. Advantages of Show and Tell (S&T) Method**

According to Oktaviani et al, there are several advantages of shoe and tell method. Some of these advantages are as follows:

1. Using real objects, children can tell stories more easily.
2. Students are emphasized to be more active in the learning process, providing opportunities for all children to participate.
3. Beneficial for the growth of public speaking.
4. Train children to solve problems (problem solvers), namely when telling stories, children learn to organize information related to the target object.<sup>34</sup>

According to Kuning there are several advantages of the Show and Tell (S&T) method. Some of these advantages are as follows:

1. The learning exercises are more engaging and keep students from becoming bored
2. The students find the provided vocabulary easy to understand
3. The students take pleasure in the process of learning.<sup>35</sup>

Talib Manda and Aeni state Show and Tell method is a simple method so, it can be easy to apply for students, and easier for

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<sup>34</sup> Oktaviani et al., "An Analysis of How Effective Show and Tell Method to Teach Vocabulary Learning."

<sup>35</sup> Dewi Sri Kuning, "Speaking Ability Through Show and Tell," *Edukasi Lingua Sastra* 17, no. 2 (2019): 42, <https://doi.org/https://doi.org/10.47637/elsa.v17i2.38>.

students to tell a story by using a concrete object, the students emphasize participatory approach in the learning process. It causes the students to be actively involved, Show and Tell method effectively develops the ability of students' public speaking (public talking), Show and Tell can train the students to do problem solving.<sup>36</sup>

#### **e. Disadvantages of Show and Tell (S&T) Method**

Although the show and tell method described above has advantages, it also has disadvantages. The disadvantages of show and tell method are:

1. This method cannot be done overnight, because it requires the preparation of objects that will be used and told during the performance
2. It takes quite a long time because not all children are able to do it appear at the same time, so it takes a long time.<sup>37</sup>

According to Siagian, disadvantages of show and tell method are:

1. This method should always be used under teacher supervision, because this method requires help for students who have difficulty telling what they are using

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<sup>36</sup> Sartika Manda, Ahmad Talib, and Nur Aeni, "Improving Students' Vocabulary by Using Show and Tell (S&T) Method at the First Grade Students of SMA Negeri 6 Toraja Utara," *Journal of Excellence in English Language Education* 1, no. 4 (2022): 310.

<sup>37</sup> Oktaviani et al., "An Analysis of How Effective Show and Tell Method to Teach Vocabulary Learning."

2. This method cannot be used in urgent situations because it requires preparation of the objects or materials to be taught
3. The time required to complete the show and tell the story is limited. This is because show and tell is carried out regularly so that it is possible for all children to performance.<sup>38</sup>

According to the advantages and disadvantages of show and tell method above, the teacher must be find a good method and related to the lesson to make the students more easy to memorizing vocabulary and interesting to learning.

#### **f. Teaching Vocabulary Using Show and Tell (S&T) Method**

In teaching there are three procedures that must be completed. They are pre-teaching, while-teaching, and post- teaching. Pre-teaching is a way that involves teaching students prior to a lesson, teacher starts the class with greeting. While teaching is the core of learning lesson, teacher use Show and Tell Method to teach vocabulary. Post-teaching involves going over them after the lesson, teacher closes the learning process. Teaching vocabulary by using Show and Tell Method can be describes as follows:

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<sup>38</sup> Tasya Randita Siagian, "The Effect of Show and Tell Method Assisted By Smart" (2019).

**Table II.1**  
**Teaching Procedure in Using Show and Tell (S&T) Method**

| <b>Teacher Activity</b>  | <b>Procedures</b>   | <b>Students Activity</b>  |
|--|---|---|
| <b>Pre-Teaching</b><br>1. Teacher prepare the picture consist of animals pictures, things pictures, and public place pictures. |   | 1. Students sit on the chair.<br>2. Students pay attention to the teacher<br>3. Students remaind the topic of the materials |
| 2. The teacher asks the students to brainstorm the words based on the topic.   |   | 1. Students think about the words related to the topic.<br>2. Students try to remember some words related to the topic.     |
| <b>While Teaching</b><br>1. Explain the material to the students   | 1. The teacher explains about show and tell method to the students.                               | 1. Students listen to the teachers' explanation.<br>2. Students pay attention to the teacher                                |
| 2. Students are divided into groups  | 2. The teacher divided students into 4 groups consist of 5 students                               | 1. Students pay attention to the teacher.<br>2. Students follow the instructions from the teacher.                          |
| 3. Give a picture to each group  | 3. The teacher gives a picture to each group then ask about it to write the vocabulary            | 1. Students with their group do the instruction from the teacher<br>2. Students take the picture from the teacher.          |
| 4. Gives the time to ask question and write the words  | 4. Teacher gives students time to ask question and write simple words about the picture they have | 1. Students ask the teacher some question that they don't know.<br>2. Students get the                                      |



| Teacher Activity  | Procedures  | Students Activity   |
|---|---|---|
|   |   | Answer from the teacher and try to write it with their group  |
| 5. The teacher tell to students on what they do and the right answer              | 5.The teacher give the comments on what the students do | 1. Students listen to the teacher<br>2. Students pay attention to the teacher                                       |
| <b>Post-Teaching</b><br>1. The teacher ask the students about their understanding |   | 1. Students answet the teacher's question and tell their problem<br>2. Students pay attention to the teacher answer |
| 2. The teacher close the teaching learning activity by sating hamdalah            |   | 1. Students saying hamdalah together.   |

### g. Teaching Vocabulary Using Conventional Technique

#### 1. Definition of Conventional Technique

Conventional technique refer to teaching where the instruction initiate discussions in the classroom and focus is exclusively on knowing content in textbooks and notes.<sup>39</sup>

Based on above, the researcher concluded that conventional technique is the technique used by the teacher to teach material based on agreement at school.

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<sup>39</sup> Stella Ekeanyanwu, "Effects of Conventional and Cooperative Learning Methods on Academic Achievement of Students in Biology Based on School Location," *International Journal on Integrated Education* 4, no. 12 (2021): 270.

## **2. Procedure of Conventional Technique**

The English teacher in SMPN 8 Padangsidempuan still uses conventional technique. The researcher make the procedure of the teacher technique as follow:

1. Teacher asks the students to open their English book
2. Teacher explain the material, and teacher shows the picture of animals, things and public place from the book and says it.
3. Teacher asked students to give the examples about things, animals, and public place.
4. Teacher write the vocabulary on the white board.
5. The teacher said the pronunciation and after that the students repeat it.
6. Teacher asks the students to write the vocabulary with the meaning on their book and show to the teacher.

## **B. Review of Related Finding**

The researcher has some relevant studies to support the present study as seen in the following.

The first, the researcher conducted by Andira. Based on the finding description of data gained from students' score before and after applying Show and Tell method. The research had demonstrated that Show and Tell method 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.<sup>40</sup>

The second, the researcher who conducted by Amrullah et al. The use of the Show & Tell (S&T) method can improve the students' vocabulary mastery. It can be found in students' post-test. The score was higher than the pre-test. The use of the Show and Tell (S&T) method in learning activity contributed to the student's mastery of vocabulary. It can increase students' understanding of the words. This method can increase students' vocabulary mastery. It was proved by the t-test value 14.12 was greater than the t-table value 2.042. Accordingly, Show & Tell (S&T) method improved the students' vocabulary mastery. It can be concluded that using Show & Tell (S&T) Method is effective for the student's vocabulary.<sup>41</sup>

The third, the researcher by Yasmiatun et al. Based on the result, the value of t-test 56.709 is obtained with the value of sig. 0.05. The value of t-table 1.706 was obtained from a list of predefined t-table values. By the rules of hypothesis testing for t-test  $56.709 > t\text{-table } 1.706$ , it is mean the t-test value is higher than is table value, so the student's vocabulary mastery

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<sup>40</sup> Ayu Andira, "Implementation of Show and Tell Method To Improve Students' Vocabulary Mastery AT UPTD SMP Negeri 02 Tamjung Tiram" (2020), <http://190.119.145.154/handle/20.500.12773/11756>.

<sup>41</sup> Amrullah, Vivit Rosmayanti, and Muhamad Yahrif, "The Use of Show and Tell Method in Teaching Vocabulary At the Second Year Students of Junior High School," *Jurnal Pendidikan, Sosial Dan Humaniora* 3, no. 1 (2023): 19.

was improved before and after given treatment using the show and tell the method.<sup>42</sup>

The fourth, the researcher conducted by Nurvitasari, with the research result is improve the score before using show and tell method was 21.04, after doing the treatment the mean score was 36.82. It means that show and tell method has the significant effect to students vocabulary mastery.<sup>43</sup>

Based on the relevant studies above, the researcher is sure that Show and Tell method also can affect students' vocabulary for the seventh grade students of SMPN 8 Padangsidempuan.

### **C. Conceptual Framework**

Students in SMPN 8 Padangsidempuan have some problems which are related to vocabulary skill. They have difficulty memorizing and understanding the meaning of vocabulary. The students are lazy to learn English because they feel that learning English is very difficult. To solve the problems above, English teachers need to apply method that make students enthusiastic and focused when learning vocabulary. In this case, researcher using the show and tell method, students will arouse high curiosity about this method.

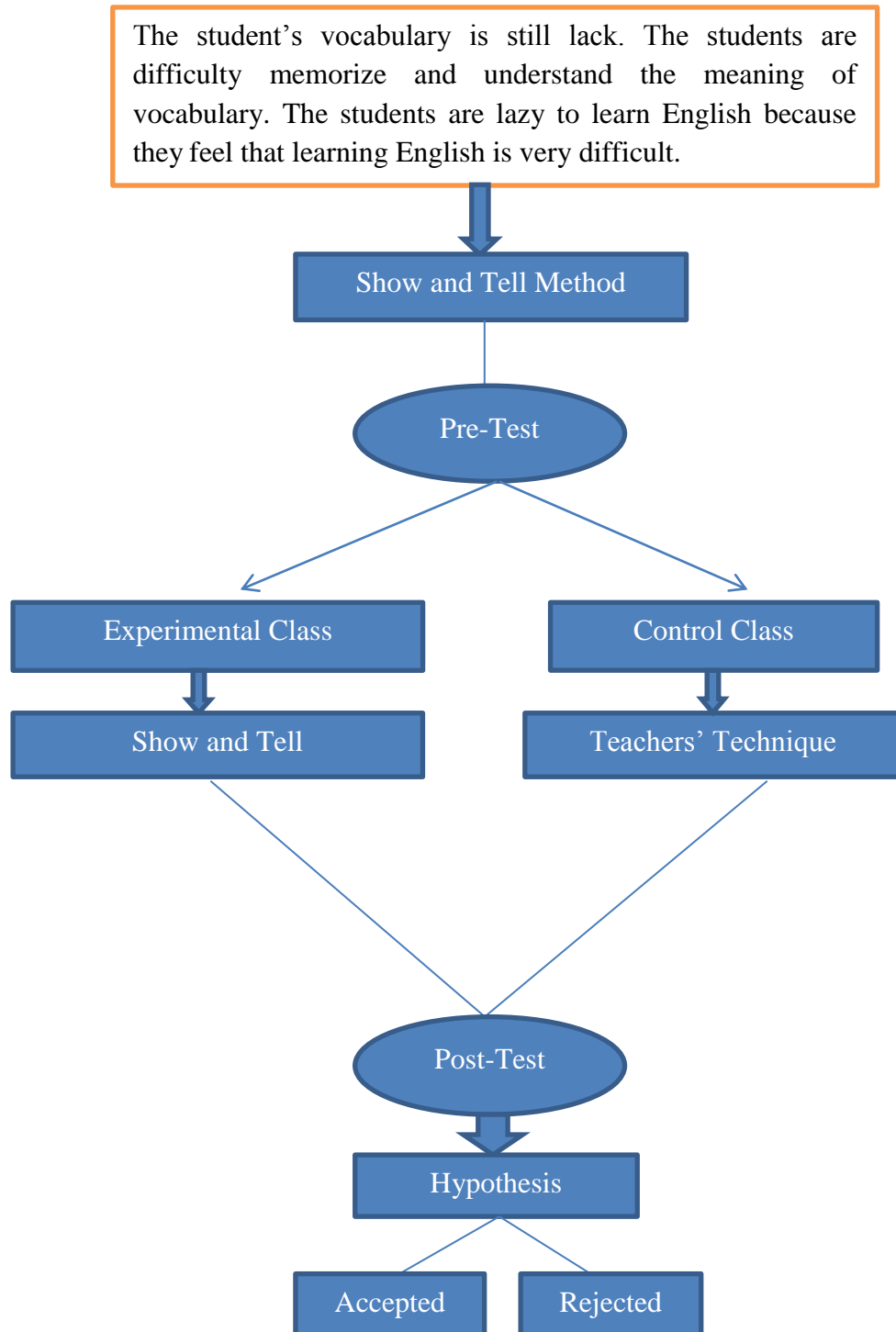
So that students will learn with focus, and they will be easy memorizing vocabulary. This method can also be used as an interesting

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<sup>42</sup> Enia Yasmiatun et al., "The Use of the Show and Tell Method to Improve Vocabulary Mastery in The First Grade Students Of Junior High School," *Journal.Ascarya.or.Id* 2, no. 1 (2022): 59, <https://doi.org/10.21154/edusia.xx.xx>.

<sup>43</sup> Nurvitasari, "The Use of Show and Tell Method in Teaching Vocabulary at the Second Year Students of SMPN 4 Takalar" (Alauddin University, 2017).

activity to review their vocabulary during learning. In this research, the researcher will prove whether this method can effect or not in teaching vocabulary. Based on the above, conceptual framework can be seen from the figure below:



**Figure II.4 The Conceptual Framework**

**D. Research Hypothesis**

The researcher formulates the hypothesis of the research stated that

(Ha): There is a significant effect of show and tell method towards vocabulary mastery at grade VII of students of SMPN 8 Padangsidempuan.

(Ho): There is no significant effect of show and tell method towards vocabulary mastery at grade VII students of SMPN 8 Padangsidempuan.

### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

##### **A. The Place and Time of Research**

The location of this research is SMPN 8 Padangsidempuan, located at Jln. Mandailing Km.7,8 Pijor Koling, Kec. Padang Sidempuan Tenggara, Kota Padang Sidempuan Prov. Sumatera Utara. This research start from Agustus 2024 until finish.

##### **B. The Research Design**

To examine the data in this study, this research utilized a quantitative research. While, the types of the research is experimental research. In this research, researcher wants to find the effect of using picture in teaching vocabulary.

The design of this research is experimental with pretest-posttest control group design. This design involves two groups of subject, one is experimental treatment taught by using Show and Tell Method (experimental group) and the other is not given treatment teach by using conventional technique (control group). The research design by using one treatment can be seen below:



**Table III.1**  
**Pretest-Posttest Control Group Design**

| <b>Class</b> | <b>Pre-Test</b> | <b>Treatment</b> | <b>Post-Test</b> |
|--------------|-----------------|------------------|------------------|
| R            | O1              | X                | O2               |
| R            | O3              | -                | O4               |

(Source: Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*)

Notices:

R = The sample of the research

O1 = Pre-test in experimental class

O2 = Post-test in experimental class

X = Treatment

O3 = Pre-test in control class

O4 = Post-test in control class<sup>44</sup>

Based on the explanation above, can be concluded that the experimental research is a kind of research which has the aim to know causal effect relationship between one variable and more to other variable

### **C. The Population and Sample**

#### **1. The Population**

The population of research consist all students at grade VII grade of SMPN 8 Padangsidempuan. The population of the research consist of 5 rooms with 115 students, can be seen in the following table:

**Table III.2**  
**The Research Population**

| <b>No</b> | <b>Class</b> | <b>Students</b> |
|-----------|--------------|-----------------|
| 1         | VII-1        | 20              |
| 2         | VII-2        | 23              |
| 3         | VII-3        | 25              |
| 4         | VII-4        | 20              |
| 5         | VII-5        | 22              |
|           | Total        | 115             |

*Source: Data of SMPN 8 Padangsidempuan*

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<sup>44</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: alfabeta, 2017).

## 2. The Sample

A sample is a group who represents the whole individuals in population. According to Sugiyono, sample is the part of the population become a source of data in research.<sup>45</sup> The population of this research is big enough and homogeneous, so it needs to be classified into classes or groups. In this research, researcher use random sampling technique to get sample, because of all the sample has the same chance to be chosen and it is the best single way to obtain a representative sample.

Then, the researcher use the trick to take the sample using a lottery technique of taking random sampling. First, the researcher wrote every classes on a piece of paper, then rolled the paper and put the paper into a box. And the box was shaken. After that, the researcher took the first paper for the experimental class and took the second paper for the control class at last.

Finally, the researcher get two classes of grade VII, they are VII-1 as the experimental class and VII-4 as control class. Therefore, a total sample is 60 students.

**Table III.3**  
**The Sample**

| No | Class                    | Number |
|----|--------------------------|--------|
| 1  | Experimental Class VII-1 | 20     |
| 2  | Control Class VII-4      | 20     |
|    | Total                    | 40     |

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<sup>45</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: alfabeta, 2017).

#### D. The Instrument of Research

In this research, the test will be used as an instrument in this research. The instrument of this research is vocabulary test that consists 25 multiple choice of pre-test and 25 multiple choice of post-test with the 4 option a, b, c, d in each question. The researcher give 4 score for each question.

To make score 100, the true answer times 4. Thus, the maximum score of the test is 100. The test given for each students to find out the scores before learning vocabulary using show and tell method and after learning vocabulary using show and tell method.

There is 50 items test in this research. Where 50 items for pre-test of experimental and control class before validated. The test is consist of 50 items. The level of score of the result students test interpreted as very good, good, enough, less, fail.<sup>46</sup>

**Table III.4**  
**Level of The Score**

| No | Interval | Prediction | Description |
|----|----------|------------|-------------|
| 1  | 80-100   | A          | Very Good   |
| 2  | 66-79    | B          | Good        |
| 3  | 56-65    | C          | Enough      |
| 4  | 40-55    | D          | Low         |
| 5  | 0-39     | E          | Fail        |

(Source: Widiyanto, *Evaluasi Pembelajaran*)

In scoring the result of students` test will evaluate based on the aspect vocabulary below:

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<sup>46</sup> Joko Widiyanto, *Evaluasi Pembelajaran (Sesuai Dengan Kurikulum 2013) : Konsep, Prinsip & Prosedur*, Unipma Press, 2018.

**Table III.5**  
**The Indicator of the Pre-Test**

| No | Topic         | Indicator               | Number of Item | Score | Total Score |
|----|---------------|-------------------------|----------------|-------|-------------|
| 1  | Things        | Identifying the meaning | 1,7,13,19      | 4     | 16          |
|    |               | Memorize the word       | 2,8,14,20      | 4     | 16          |
| 2  | Public Places | Identifying the meaning | 3,9,15,21,25   | 4     | 20          |
|    |               | Memorize the word       | 4,10,16,22     | 4     | 16          |
| 3  | Animals       | Identifying the meaning | 5,11,17,23     | 4     | 16          |
|    |               | Memorize the word       | 6,12,18,24     | 4     | 16          |
|    |               |                         |                |       | 100         |

**Table III.6**  
**The Indicator of the Post-Test**

| No | Topic         | Indicator               | Number of Item | Score | Total Score |
|----|---------------|-------------------------|----------------|-------|-------------|
| 1  | Things        | Identifying the meaning | 1,2,3,,4,5     | 4     | 20          |
|    |               | Memorize the word       | 17,18,19,20    | 4     | 16          |
| 2  | Public Places | Identifying the meaning | 9,10,11,12     | 4     | 16          |
|    |               | Memorize the word       | 13,14,15,16    | 4     | 16          |
| 3  | Animals       | Identifying the meaning | 6,7,8,25       | 4     | 16          |
|    |               | Memorize the word       | 21,22,23,24    | 4     | 16          |
|    |               |                         |                |       | 100         |

The scoring is obtained using the following formula:

$$\text{Score} = \frac{B}{N} \times 100 = \frac{1}{50} \times 100 = 2$$

B = number of question answers correctly

$N$  = number of question<sup>47</sup>

If all question are answered true the score is 100. The students' minimum mastery criteria (kkm) is 80. Therefore, to achieve the completeness each student must be able to answer at least 20 questions out of 25 questions. The test questions will also the validity by the English teacher of SMPN 8 Padangsidempuan.

## **E. The Validity and the Reliability of Research**

### **a. The Validity**

Validity is the degree of accuracy between the data that occurs on the research object and the data obtained by the researcher.<sup>48</sup> In this context, the measuring instrument of the questionnaire needs to be structured. In this research, researcher used item validity. Because the instrument of research is test. To determine whether or not the test questions was valid using SPSS v.25 using Person Correlation test. There are two criteria for determined validity of test, as follows:

1. If  $r$  value  $>$   $r$  table at the significance of 5%, it means that the instrument is valid.
2. If  $r$  value  $<$   $r$  table at the significance of 5%, it means that the instrument is not valid

Based on the analysis of the validity test which was carried out using the SPSS v.25 with a value  $r_{table} = 0.369$ , there are 60 questions

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<sup>47</sup> Asrul, Rusydi Ananda, and Rosinta, *Evaluasi Pembajalaran, Ciptapustaka Media* (Bandung, 2014).

<sup>48</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D*.

and there are valid questions and 10 questions not valid. The questions that not valid found in number 2, 5, 9, 26, 29, 33, 36, 47, 54, 59 (the calculation result can be seen in appendix 11). From the table above, it can be seen that 50 questions that met the criteria were valid, so the researcher used 50 questions because they have been tested, and divided into 2 that is for pre-test 25 questions and for post-test 25 questions.

#### **b. The Reliability**

An instrument of the research must be reliable. A reliable test is consistent and dependable. Reliability is a tool for measuring a questionnaire which is an indicator of a variable or construct. A questionnaire is said to be reliable if a person's answers to statements are consistent or stable over time.<sup>49</sup> In this context, researcher want to know whether there is accuracy of measurement results on the same sample. To check the reliability test, the researcher used SPSS version 26. There are two criteria for determined validity of test, as follows:

1. If the alpha value  $> 0.70$  means reliable
2. If the alpha value  $< 0.70$  means not reliable

Based on the results of the post-test reliability test using SPSS V.25, the Cronbach's Alpha ( $r_{\text{count}}$ ) value of 0.917 was obtained. So it can be concluded that Cronbach's Alpha  $> 0.70$  ( $0.917 > 0.70$ ), it can be

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<sup>49</sup> Imam Ghazali, *Aplikasi Multivariate Dengan Program IBM SPSS 25* (Semarang: Universitas Diponegoro, 2020).

proven that the instrument reliable (the calculation can be seen in appendix 11).

#### **F. The Procedures of Collecting Data**

To get the data of the research, this research process consists of the following three steps:

##### **1. Pre-test**

Pre-test was a test that was conducted before doing the treatment. Pre-test was given to experimental class and control class. Pre-test means to see the students basic knowledge before applying Show and Tell method. The researcher uses some steps for pre-test. They are:

1. The researcher will prepare multiple choice test about vocabulary of noun for 25 items
2. Then, researcher will distribute the paper of the test and answer sheet to students of experimental class and control class.
3. Next, researcher will explain to students the way to answer the test
4. After that, researcher will give time to answer the test
5. The students will answer the question
6. The students collect their answer sheet to researcher
7. The last, researcher will check the answers of students and found the mean score of control and experimental class.

## 2. Treatment

Treatment is where the researcher establishes the technique. In this treatment, the researcher did a method to only experimental class. The researcher used some ways, as follow:

1. The teacher explains about show and tell method to the students
2. The teacher divided students into 4 groups consist of 5 students.
3. The teacher gives a picture to each group then ask about it to write the vocabulary
4. Teacher gives students time to ask question and write simple words about the picture they each have
5. Teachers give the comments on what the students do.

## 3. Post-Test

After giving treatment, the researcher conducts a post-test which the different test from the pre-test. This post-test is the final test in the research, especially measuring, whether is an effect or not. The researcher has some procedure. There are:

1. The researcher will prepare multiple choice test about vocabulary of noun 25 items
2. Then, researcher distributes the paper of the test and answer sheet to students of experimental class and control class.
3. Next, researcher explains to students the way to answer the test
4. After that, researcher will give time to students to answer the question



5. The students answer the questions
6. The students collect their answer sheet to researcher
7. The last, researcher checks the answers of the students and finds the mean score control and experimental class.

## **G. The Technique of Data Analysis**

After doing tests, data should be collected. To analyze the data, the researcher used independent sample t-test with using SPSS 25. There are two tests must be done before analyzing the data. There are normality test and homogeneity test.

### **1. Normality Test**

The normality test is used to determine whether the sample in this research comes from a normally distributed population or not, and the Researcher use Kolmogorov-Smirnov. This test is carried out to determine the normality of the distribution of some data.<sup>50</sup>

In this research, the normality test of the data was conducted with the assistance of SPSS 25, using a significance level of 5% or 0.05, with the testing criteria:

1. If the significant value is  $\leq 0.05$ , the distribution is considered non-normal.
2. If the significant value is  $\geq 0.05$ , the distribution is considered normal.<sup>51</sup>

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<sup>50</sup> Syofian Siregar, *Metode Penelitian Kuantitatif*, ed. Suwito, 1st ed. (Jakarta: Kencana, 2013).

<sup>51</sup> Imam Ghazali, *Aplikasi Multivariate Dengan Program IBM SPSS 25*.

**Table III.7**  
**Test of Normality**

| <b>Class</b>         | <b>Df</b> | <b>Sig</b> |
|----------------------|-----------|------------|
| Pre-Test Experiment  | 20        | 0.269      |
| Post-Test Experiment | 20        | 0.569      |
| Pre-Test Control     | 20        | 0.232      |
| Post-Test Control    | 20        | 0.105      |

From the table test of normality above, can be seen that the significances of pre-test experiment, post-test experiment, pre-test control, post-test control is higher than 0.05, where pre-test experiment is  $0.269 > 0.05$ , post-test experiment is  $0.569 > 0.05$ , pre-test control is  $0.232 > 0.05$ , post-test control is  $0.105 > 0.05$ . It means that the data is normal.

## 2. Homogeneity Test

Homogeneity test is used to know experimental class and control class have homogeny or not, the researcher uses SPSS 25 to calculate the data. The test criteria are:

- a. If the significance level ( $\text{sig}$ )  $\geq 0.05$  the data variance of two classes is homogenous (accepted  $H_0$ ).
- b. If the significance level ( $\text{sig}$ )  $\leq 0.05$  the data variance of two classes is not homogenous (accepted  $H_a$ ).<sup>52</sup>

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<sup>52</sup> Imam Ghozali.

**Table III.8**  
**Homogeneity Test of the Variance**

|                                      | <b>Levence Statistics</b> | <b>Df1</b> | <b>Df2</b> | <b>Sig.</b> |
|--------------------------------------|---------------------------|------------|------------|-------------|
| Based on Median                      | 105                       | 1          | 38         | 0.747       |
| Based on Mean                        | 080                       | 1          | 38         | 0.779       |
| Based on Median and with adjusted df | 080                       | 1          | 36.459     | 0.779       |
| Based on trimmed mean                | 092                       | 1          | 38         | 0.764       |

From the table of homogeneity test of the variance, based on mean of post-test experimental class and post-test control class, sig is 0.747, where  $0.747 > 0.05$ . It means that the variances are homogenous.

### **3. Hypothesis Test**

The data analysis technique used is the t-test, because it aims to test the difference between two variables. This research uses Independent Sample t-test with using SPSS 25 version. If the  $t_{\text{test}}$  is higher than  $t_{\text{table}}$ , it can be concluded that  $H_a$  is accepted and  $H_0$  is rejected. It means there is a significant effect of using Show and Tell Method towards vocabulary mastery at grade VII students of SMPN 8 Padangsidempuan. In the other hand, if  $t_{\text{test}}$  is smaller than  $t_{\text{table}}$ , the researcher can conclude that  $H_a$  is rejected and  $H_0$  is accepted. It means that there is no a significant effect of Show and Tell Method towards vocabulary mastery at grade VII students of SMPN 8 Padangsidempuan.

Based on the calculated, the  $t_{\text{count}}$  is 4.572. To find out whether the hypothesis alternative is accepted or not, the researcher looked at the  $t_{\text{table}}$  with significance level of 0.05. The  $t_{\text{table}}$  is 2.024. This means that  $t_{\text{count}} > t_{\text{table}}$  ( $4.572 > 2.024$ ). Therefore, the hypothesis alternative ( $H_a$ ) is accepted, and hypothesis null ( $H_0$ ) is rejected. This means that “There is a significant effect of show and tell method towards vocabulary mastery at grade VII students of SMPN 8 Padangsidempuan”.

## **CHAPTER IV**

### **THE RESULT OF RESEARCH**

This chapter presents the result of research. In order to find the effect of Show and Tell Method Towards Vocabulary Mastery at Grade VII Students of SMPN 8 Padangsidempuan. The researcher had calculated the data using pre-test and post-test. The researcher conducted the research with pre-test to know the students' Vocabulary understanding before given the treatment and post-test to know the students' Vocabulary ability after given the treatment by using Show and Tell Method. Applying quantitative research, the research used the formulation of t-test to test the hypothesis. In this below, research described the result based on the data that has been researcher as follow:

#### **A. Description of Data**

##### **1. The Description of Data before Using Show and Tell Method**

###### **a. The Pre-Test Score of Experimental Class**

In pre-test of experimental class, the researcher calculated the result that has been gotten from the students in answering the question. The score of pre-test experimental class could be seen in the following table:

**Table IV.1**  
**Score of Pre-Test Experimental Class**

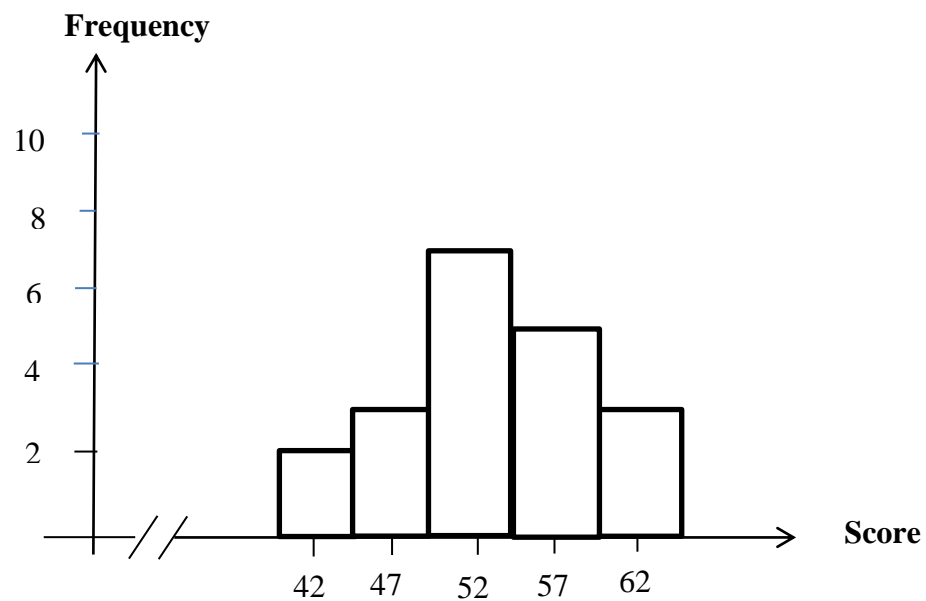
| <b>No</b> | <b>Descriptive</b> | <b>Statistics</b> |
|-----------|--------------------|-------------------|
| 1         | Sum                | 1062              |
| 2         | Maximum            | 64                |
| 3         | Minimum            | 40                |
| 4         | Mean               | 53.1              |
| 5         | Median             | 54.00             |
| 6         | Modus              | 56                |
| 7         | Range              | 24                |
| 8         | Interval           | 5                 |
| 9         | Standard Deviation | 5.59              |

The total score of the experimental class pre-test was 1062, mean was 53.1, median or middle value of the data was 54.00, range or difference between min and max was 24, minimum score or lowest was 40 and maximum score or highest score was 64 and the mode or the most number appeared was 56. The score of pre-test can also be seen in the table below.

**Table IV.2**  
**Students' Pre-Test Score in Experimental Class**

| <b>No</b> | <b>Interval</b> | <b>Score</b> | <b>Frequency</b> | <b>Percentages</b> |
|-----------|-----------------|--------------|------------------|--------------------|
| 1         | 40-45           | 42           | 2                | 10%                |
| 2         | 46-51           | 47           | 3                | 15%                |
| 3         | 52-57           | 52           | 7                | 35%                |
| 4         | 58-63           | 57           | 5                | 25%                |
| 5         | 64-69           | 62           | 3                | 15%                |
|           | I= 5            |              | 20               | 100%               |

From the table above, 2 student who got a score of 40-44, 3 students got a score of 45-49, 7 student who got a score of 50-54, 5 students got a score of 55-59, and 3 students got a score of 60-64. The score could be applied into histogram as follows:



**Figure IV. 1: The Pre-Test Score of Experimental Class**

Based on the histogram figure above, the highest peak was at the middle part of the figure or histogram. The histogram resembles the upside down parabola. This indicated that the data was normal from the overview.

**b. The Pre-Test Score of Control Class**

In pre-test of control class, the researcher calculated the result that has been gotten from the students in answering the question.

The score of pre-test control class could be seen in the following table:

**Table IV.3**  
**Score of Pre-Test Control Class**

| <b>No</b> | <b>Pre-Test Control</b> | <b>Statistics</b> |
|-----------|-------------------------|-------------------|
| 1         | Sum                     | 940               |
| 2         | Maximum                 | 64                |
| 3         | Minimum                 | 24                |
| 4         | Mean                    | 47                |
| 5         | Median                  | 48                |
| 6         | Modus                   | 56                |
| 7         | Range                   | 40                |
| 8         | Interval                | 8                 |
| 9         | Standard Deviation      | 10.53             |

The total score of the experimental class pre-test was 940, the mean score or average score gotten by the students was 47, median or the middle score of the data was 48, mode or the most appears score in the data was 56, range or the difference between minimum and maximum score of the data was 40, minimum or lowest score of the students was 24 and maximum or highest score of the students was 64. The score of pre-test can also be seen in the table below.

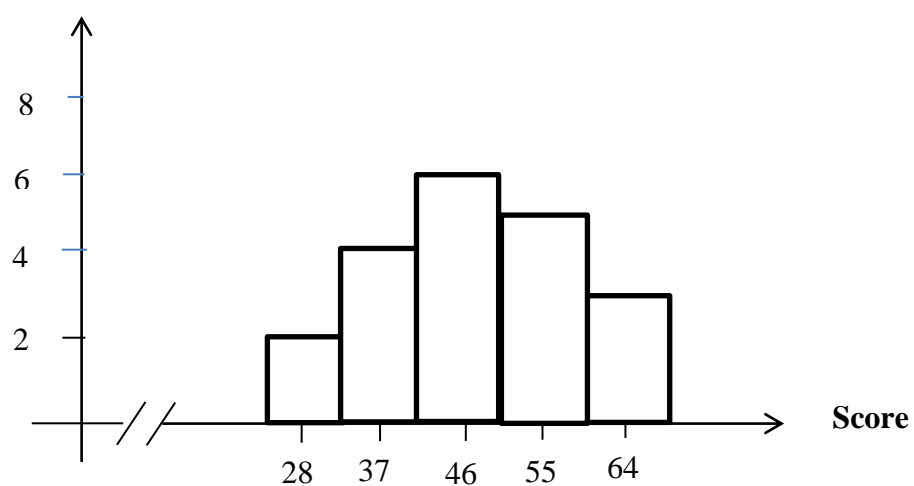
**Table IV.4**  
**Students' Pre-Test Score in Control Class**

| <b>No</b> | <b>Interval</b> | <b>Score</b> | <b>Frequency</b> | <b>Percentages</b> |
|-----------|-----------------|--------------|------------------|--------------------|
| 1         | 24-32           | 28           | 2                | 10%                |
| 2         | 33-41           | 37           | 4                | 20%                |
| 3         | 42-50           | 46           | 6                | 30%                |
| 4         | 51-59           | 55           | 5                | 25%                |
| 5         | 60-68           | 64           | 3                | 15%                |
|           | I= 8            |              | 20               | 100%               |



From the table above, 2 students who got a score of 24-32, 4 students got a score of 33-41, 6 students who got a score of 42-50, 5 students got a score of 51-59, and 3 students got a score of 60-68. The score could be applied into histogram as follows:

### Frequency



**Figure IV.2: The Pre-Test Score of Control Class**

Based on the histogram figure above, the highest peak was at the middle part of the figure or histogram. The histogram resembles the upside down parabola. This indicated that the data was normal from the overview.

## 2. The Description of Data after Using Show and Tell Method

### a. The Post-Test Score of Experimental Class

The researcher chose in class VII-1 to serve as the experimental class. The calculation of the result that had been

gotten by the students in doing the test after he researcher did the treatment by show and tell method. Look at the following table:

**Table IV.5**  
**Score of the Post-Test Experimental Class**

| No | Pre-Test Experiment | Statistics |
|----|---------------------|------------|
| 1  | Sum                 | 1604       |
| 2  | Maximum             | 96         |
| 3  | Minimum             | 60         |
| 4  | Mean                | 80.2       |
| 5  | Median              | 80         |
| 6  | Modus               | 80         |
| 7  | Range               | 36         |
| 8  | Interval            | 8          |
| 9  | Standard Deviation  | 8.84       |

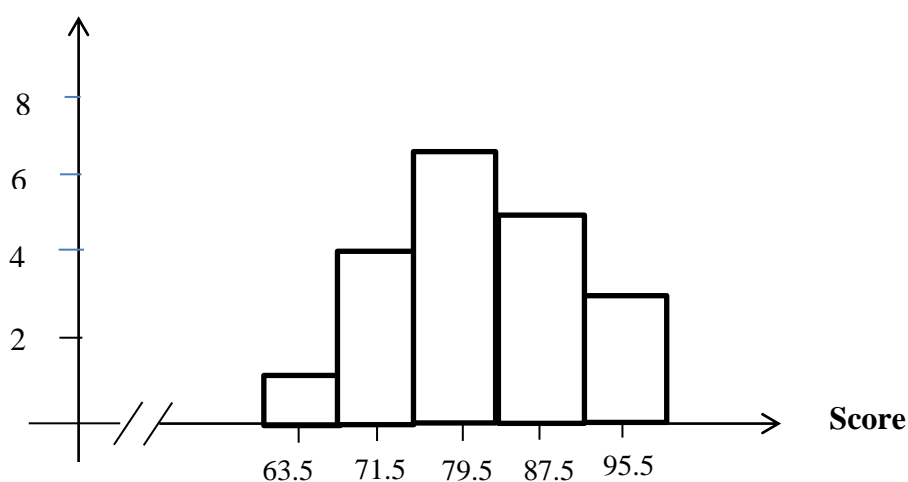
The total score of the experimental class post-test was 1604, mean or the average score of the students was 80.2, median or middle score of the data was 80, mode or the most frequently appears score of the data was 80, range or the difference between highest and lowest score was 36 where range is used to calculate interval class, minimum or the lowest score of the data was 60 and maximum or the highest score of the data was 96. The score of pre-test can also be seen in the table below.

**Table IV.6**  
**Students' Post-test Score in Experimental Class**

| No | Interval | Score | Frequency | Percentages |
|----|----------|-------|-----------|-------------|
| 1  | 56-64    | 63.5  | 1         | 5%          |
| 2  | 65-73    | 71.5  | 4         | 20%         |
| 3  | 74-82    | 79.5  | 7         | 35%         |
| 4  | 83-91    | 87.5  | 5         | 25%         |
| 5  | 92-100   | 95.5  | 3         | 15%         |
|    | I= 8     |       | 20        | 100%        |

From the table above, a student who got a score of 60-67, 4 students got a score of 68-75, 7 students who got a score of 76-83, 5 students got a score of 84-91, and 3 students got a score of 92-99. The score could be applied into histogram as follows:

### Frequency



**Figure IV.3: The Post-Test Score of Experimental Class**

Based on the histogram figure above, the highest peak was at the middle part of the figure or histogram. The histogram resembles the upside down parabola. This indicated that the data was normal from the overview.

#### b. The Post-Test Score of Control Class

In post-test of control class, the researcher calculated the result that has been gotten from the students in answering the question. The score of pre-test control class could be seen in the following table:

**Table IV.7**  
**Score of the Post-Test Control Class**

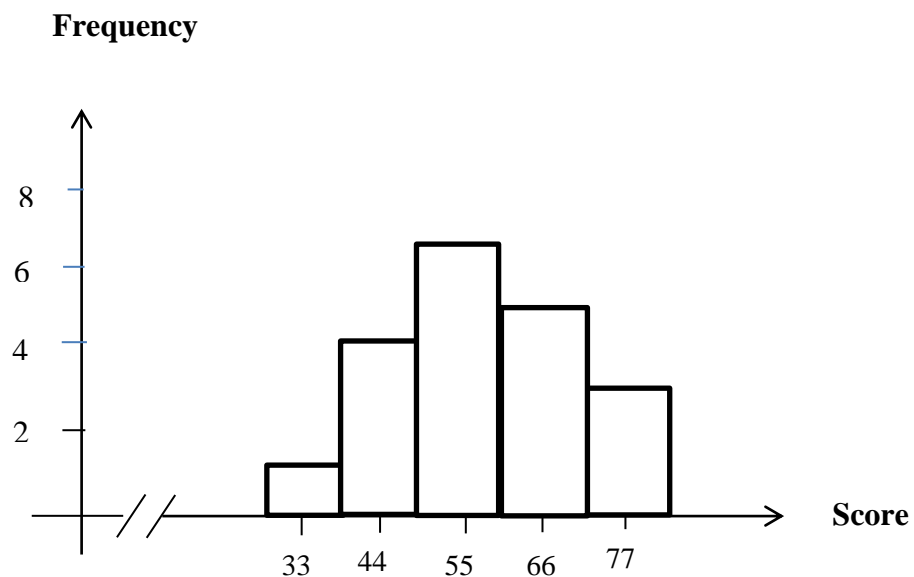
| <b>No</b> | <b>Post-Test Control</b> | <b>Statistics</b> |
|-----------|--------------------------|-------------------|
| 1         | Sum                      | 1176              |
| 2         | Maximum                  | 80                |
| 3         | Minimum                  | 28                |
| 4         | Mean                     | 58.8              |
| 5         | Median                   | 60.00             |
| 6         | Modus                    | 68                |
| 7         | Range                    | 52                |
| 8         | Interval                 | 11                |
| 9         | Standard Deviation       | 12.98             |

The total score of the experimental class post-test was 1176, mean was 58.80, median was 60.00, mode was 68, range was 52, minimum was 28 and maximum was 80. The score of pre-test can also be seen in the table below.

**Table IV.8**  
**Students' Posttest Score in Control Class**

| <b>No</b> | <b>Interval</b> | <b>Score</b> | <b>Frequency</b> | <b>Percentages</b> |
|-----------|-----------------|--------------|------------------|--------------------|
| 1         | 28-39           | 33           | 1                | 5%                 |
| 2         | 40-51           | 44           | 4                | 20%                |
| 3         | 52-63           | 55           | 7                | 35%                |
| 4         | 64-75           | 66           | 5                | 25%                |
| 5         | 76-87           | 77           | 3                | 15%                |
|           | I= 11           |              | 20               | 100%               |

From the table above, a student got a score of 28-38, 4 students who got a score of 39-49, 7 students got a score of 50-60, 5 students got a score of 61-71, 3 students got a score of 72-82. The score could be applied into histogram as follows:



**Figure IV.4: The Post-Test Score of Control Class**

Based on the histogram figure above, the highest peak was at the middle part of the figure or histogram. The histogram resembles the upside down parabola. This indicated that the data was normal from the overview.

## **B. Data Analysis**

The t-test can be calculated if the data is normal and homogeneous.

Therefore, before calculating the t-test, researcher calculated the normality test and homogeneity test first as a requirement for calculating the t-test.

### **1. Requirement for T-Test**

#### **a. Normality Test**

The normality test in this research used *Kolmogorov-Smirnov* and *Shapiro Wilk* but in this research will focus on *Saphiro Wilk* because the samples were under 100. The data was calculated using

SPSS 25. The result of normality test can be seen in the table below.

**Table IV.9**  
**Test of Normality**

| <b>Tests of Normality</b>                          |                       |                                 |    |                   |              |    |      |
|--|-----------------------|---------------------------------|----|-------------------|--------------|----|------|
|  | Class                 | Kolmogorov-Smirnov <sup>a</sup> |    |                   | Shapiro-Wilk |    |      |
|  |                       | Statistic                       | df | Sig.              | Statistic    | df | Sig. |
| Students<br>Result                                 | Eksperiment Pre-test  | .172                            | 20 | .123              | .959         | 20 | .522 |
|  | Eksperiment Post-test | .123                            | 20 | .200 <sup>*</sup> | .963         | 20 | .598 |
|  | Control Pre-test      | .104                            | 20 | .200 <sup>*</sup> | .964         | 20 | .633 |
|  | Control Post-test     | .165                            | 20 | .160              | .943         | 20 | .274 |
| *. This is a lower bound of the true significance. |                       |                                 |    |                   |              |    |      |
| a. Lilliefors Significance Correction              |                       |                                 |    |                   |              |    |      |

From the table test of normality above, can be seen that the significance of pre-test experiment, post-test experiment, pre-test control, post-test control is higher than 0.05, where pre-test experiment is  $0.522 > 0.05$ , post-test experiment is  $0.598 > 0.05$ , pre-test control is  $0.633 > 0.05$ , post-test control is  $0.274 > 0.05$ . It means that the data is normal.

b. Homogeneity

Homogeneity test is conducted to determine whether the variance is homogeneous or not. In calculating the data, researcher used SPSS version 25. The result in calculating the data can be seen in the table below.

**Table IV.10**  
**Homogeneity Test of the Variance**

| <b>Test of Homogeneity of Variances</b> |                                      |                  |     |        |      |
|---|--------------------------------------|------------------|-----|--------|------|
|   |                                      | Levene Statistic | df1 | df2    | Sig. |
| Result                                  | Based on Mean                        | 2.614            | 1   | 38     | .114 |
|   | Based on Median                      | 2.376            | 1   | 38     | .131 |
|   | Based on Median and with adjusted df | 2.376            | 1   | 34.212 | .132 |
|   | Based on trimmed mean                | 2.442            | 1   | 38     | .126 |

From the table of homogeneity test of the variance, based on mean of post-test experimental class and post-test control class, sig is 0.114, where  $0.114 > 0.05$ . It means that the variances are homogeneous.

## 2. Hypothesis Test

The researcher has known the data normal and homogenous. It means the researcher continue the next step, it is to test the hypothesis. Therefore, to test the hypothesis can be done using the Independent Sample T-test. Researcher used the SPSS version 25 to calculate the hypothesis statistically. To see the effect of show and tell method towards vocabulary mastery. The researcher presented the data in the table below.

**Table IV.11**  
**Hyphothesis Test**

| <b>Independent Samples Test</b> |                             |   |      |                              |        |                 |                 |                       |   |        |
|---------------------------------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|--------|
|                                 |                             | Levene's Test for Equality of Variances |      | t-test for Equality of Means |        |                 |                 |                       |   |        |
|                                 |                             | F                                       | Sig. | T                            | df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |        |
|                                 |                             |   |      |                              |        |                 |                 |                       | Lower                                     | Upper  |
| Result                          | Equal variances assumed     | 2.614                                   | .114 | 6.091                        | 38     | .000            | 21.400          | 3.513                 | 14.288                                    | 28.512 |
|                                 | Equal variances not assumed |   |      | 6.091                        | 33,514 | .000            | 21.400          | 3.513                 | 14.256                                    | 28.544 |

From the table above, the  $t_{\text{count}}$  is 6.091. To find out whether the hypothesis alternative is accepted or not, the researcher looked at the  $t_{\text{table}}$  with significance level of 0.05. The  $t_{\text{table}}$  is 2.024. This means that  $t_{\text{count}} > t_{\text{table}}$  ( $6.091 > 2.024$ ). Therefore, the hypothesis alternative ( $H_a$ ) is accepted, and hypothesis null ( $H_0$ ) is rejected. This means that “There is a significant effect of show and tell method towards vocabulary mastery at grade VII students of SMPN 8 Padangsidempuan”. In order



to find out the gain score in pre-test and post-test of experimental class and control class is presented in the table below:

**Table IV.12**  
**Gain Score**

|                    | Pre-Test | Post-Test | Enhancement | Percentage | Gain Score |
|--------------------|----------|-----------|-------------|------------|------------|
| Experimental Class | 53.1     | 80.2      | 27.1        | 0.271%     | 15.3       |
| Control Class      | 47       | 58.8      | 11.8        | 0.118%     |            |

### **C. The Result and Discussion**

The result of this research will answer the questions from the formulations of the problem that has been in chapter 1. The result described as follows:

1. After conducting the research, the research found that the mean score of experimental class students before (pre-test) being given the treatment of the show and tell method was 53.1 out of 100 or 53.1%. It can be conclusion that the mean score of experimental class before using show and tell method was still low.
2. Students mean score post-test was 80.2 out of 100 or 80.2%. There was an increase in the mean score of students, from 53.1 to 80.2, the increase was 27.1%. Here, the mean score of experimental class after using show and tell method higher than the mean score of experimental class before using show and tell method.
3. After calculating the t-test with a significance level of 0.05, researcher found that  $t_{\text{count}} > t_{\text{table}}$  ( $6.091 > 2.024$ ). It means that that  $H_a$  was

accepted and  $H_0$  was rejected, so “There is a significant effect of show and tell method towards vocabulary mastery at grade VII students of SMPN 8 Padangsidempuan”.

From the explanation above, students’ vocabulary mastery before using show and tell method was still low. Then increased after learning using show and tell method. The theory is proved that show and tell method had the effect on students’ vocabulary. Hence, there was a significant effect on the use of show and tell method. That is way, the formulations of the problem have been answered.

The researcher also provided the similar cases with this research. The first researcher was conducted by Ekasari. The findings of the study indicated that teaching using show and tell method could help students to improve their vocabulary. The students got better score after treatment show and tell method with percentages 78.5% from 100%.<sup>53</sup>

The second researcher was conducted by Daud. Based on the result of their research from the data calculation and analysis, the mean score for the pre-test in experimental class was 50.36% while in this research was 51.60. The post-test was 66.43% while in this research

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<sup>53</sup> Titian Ekasari, “Improving the Students’ Vocabulary Mastery Through Look and Say Method” (2020).

was 80.20. Thus their calculation, students' vocabulary improved by 16.07%<sup>54</sup> while in this research improved 28.6%.

From the research result mentioned earlier, all have the same results that is evident than students who were taught with the show and tell method get better result than students taught with conventional technique. Moreover, the researcher found that all related findings support this study.

From the explanation above, it can be concluded that the use of Show and Tell Method is very appropriate to improve students' vocabulary. In summary, it was found that there was a significant effect of show and tell method towards vocabulary mastery at grade VII students of SMPN 8 Padangsidempuan.

#### **D. The Threats of the Research**

The researcher found some threats of the research as follows:

- a. The students needed more time for answering the test because the time is limited.
- b. There were some students that were noisy while teaching and learning process. Although they looked like not serious. So, it can disturb the concentration of the others.

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<sup>54</sup> Ahmad Daud, "The Effectiveness of Teaching Vocabulary by Using Show and Tell Method AT MTs Darul Muhajirin Putra," 2022, 43, <http://etheses.uinmataram.ac.id/id/eprint/3092>.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the result of the research, the conclusions of this research are:

1. Before learning by using Show and Tell Method, students' vocabulary mastery was unsatisfied. It can be seen from the mean score of pre-test in experimental class was 53.1 the students' vocabulary is low.
2. After learning by using Show and Tell Method, students' vocabulary mastery was increased became better than before. It can be seen from the mean score of post-test in experimental class was 80.2, the students' vocabulary is good.
3. The result found that  $t_{\text{count}} > t_{\text{table}}$  ( $6.091 > 2.024$ ). It means that  $H_a$  was accepted and  $H_0$  was rejected, so there was a significant effect of Show and Tell Method towards vocabulary at grade VII students of SMPN 8 Padangsidempuan.

#### **B. Suggestion**

After finishing the research, the researcher got a lot of information and experience in English teaching learning. Therefore, from that experience researcher would give some suggestion, as follow:

1. The researcher hopes that the next researcher will explore the methodology used in this research in greater detail.

2. For English teachers, especially an English teacher in SMPN 8 Padangsidempuan are hoped to use show and tell method in teaching vocabulary to increase the students' vocabulary.
3. To students, hoped to be more active while learning and can increase learning result in English, especially vocabulary.

### **C. Implications**

Implication is something that suggested, or happens, indirectly of finding of scientific study. The result of this research is about the effect of Show and Tell method in teaching vocabulary at the VII grade of students of SMPN 8 Padangsidempuan.

Based on the result of this research, it is known that Show and Tell method is a good method to develop or increase their ability in vocabulary. A study that has been carried out in an educational environment, the conclusions drawn certainly has information this method in the field of education and also subsequent research. That's relating to the implications are as follow:

1. Based on the result of this research that the method it can use by English teacher, because this method is very easy to practice in the classroom when learned vocabulary mastery in the class. Therefore, this method to provide more information to English teacher that's a method of learning process to be used. So, is not make learning process monotonous method.

2. This study can increase teachers' awareness about the importance of using show and tell method in teaching vocabulary.

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## CURRICULUM VITAE



### I. Personal Identity

1. Name : Tio Morina Harahap
2. Reg. Number : 20 203 00014
3. Gender : Female
4. Place/Date of Birth : Palopat Maria, 17 Oktober 2002
5. Child : 2<sup>th</sup> child
6. Nationality : Indonesia
7. Status : Single
8. Religion : Islam
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### II. Parents

- a. Father's Name : Raja Harahap
- b. Mother's Name : Habibah Nasution

### III. Educational Background

1. Elementary School : SD NEGERI 200411 Palopat Maria graduated in 2014
2. Junior High School : SMPN 9 Padangsidimpuan graduated in 2017
3. Senior High School : SMAN 4 Padangsidimpuan graduated in 2020
4. College/ Institute : UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan

### IV. Organization

1. Himpunan Mahasiswa Al-Washliyah cabang Padangsidimpuan

## **Appendix I**

### **LESSON PLAN EXPERIMENTAL CLASS**

|                |  |
|----------------|--|
| Sekolah        | : SMPN 8 Padangsidempuan                   |
| Mata Pelajaran | : Bahasa Inggris                           |
| Kelas/Semester | : VII/1                                    |
| Tema/Subtema   | : Vocabulary/Things, Animals, Public Place |
| Alokasi Waktu  | : 2 ×40 Menit                              |

#### **A. Kompetensi Inti**

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.
3. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
4. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

#### **B. Kompetensi Dasar**

1. Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
2. menangkap makna secara kontekstual terkait fungsi sosial, struktur

teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda

**C. Tujuan Pembelajaran**

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Siswa mampu mengidentifikasi sebuah nama benda sesuai dengan gambar
2. Siswa diharapkan mampu mendeskripsikan sebuah gambar dengan menggunakan kata-kata yang telah ditentukan
3. Melalui media yang digunakan, peserta didik dapat mengerti dan mampu membuat kalimat dengan kosakata yang telah dipelajari

**D. Materi Pembelajaran**

Vocabulary about animals, things, and public place

**E. Metode Pembelajaran** : Show and Tell Method

**F. Media**

Picture about places, things, and public places

**G. Sumber**

1. Buku Siswa Kelas VII Bahasa Inggris, *When English Rings a Bell for SMP/MTsGrade VII*. Penerbit Balitbang Kemendikbud, Jakarta: 2017.
2. Suara Guru

**H. Langkah-langkah Pembelajaran**

| Activity   | Time     |
|--|----------|
| Pre Activity <ol style="list-style-type: none"><li>a. Guru menyapa siswa dan membuka pelajaran</li><li>b. Guru meminta ketua kelas untuk memimpin berdoa</li><li>c. Guru mengecek kehadiran siswa</li><li>d. Memberikan apersepsi kepada peserta didik berdasarkan apa yang telah diketahui atau di alami dengan apa yang akan dipelajari</li><li>e. Guru menjelaskan tujuan pembelajaran hari</li></ol> | 10 menit |

|  |                 |
|--|-----------------|
| ini.   |                 |
| <p>Main Activity</p> <ol style="list-style-type: none"> <li>Guru memberikan gambar yang berkaitan dengan Animals, Public places, Things dan guru bertanya mengenai gambar yang telah diberikan kepada peserta didik</li> <li>Guru memberikan vocabulary builder kepada peserta didik sebelum membahas Animals, Public places, Things lebih jauh</li> <li>Guru membaca kosakata yang ditulis, kemudian siswa mengulangnya</li> <li>Guru memberikan materi Animals, Public places, Things yang akan ditulis kosakatanya</li> <li>Siswa diminta untuk membaca vocabulary yang telah ditulis di papan tulis</li> <li>Siswa mengidentifikasi kata-kata yang sulit untuk diucapkan</li> <li>Guru memperkenalkan Show and Tell method kepada siswa</li> <li>Guru menjelaskan dan memberikan contoh dari Show and Tell method kepada siswa</li> <li>Guru membagi siswa kedalam 4 kelompok yang terdiri dari 5 siswa</li> <li>Guru memberikan picture kepada setiap kelompok dan memintah siswa untuk menuliskan vocabulary dari gambar tersebut</li> <li>Guru memberikan waktu kepada siswa untuk bertanya dan menuliskan kosakata pada setiap gambar yang mereka punya</li> <li>Guru memberikan masukan dan komentar terhadap apa yang telah dikerjakan siswa.</li> <li>Guru membacakan kosakata yang dikerjakan siswa dan melafalkan pronunciation yang benar kepada siswa</li> <li>Siswa mengikuti apa yang dilafalkan oleh guru</li> </ol> <p>Post Activity</p> <ol style="list-style-type: none"> <li>Guru memberikan umpan balik terkait dengan materi</li> <li>Guru menyampaikan rencana tindak lanjut pembelajaran berikutnya</li> <li>Guru menutup pelajaran</li> </ol> | <p>20 menit</p> |

## **APPENDIX II**

### **LESSON PLAN CONTROL CLASS**

|                |  |
|----------------|--|
| Sekolah        | : SMPN 8 Padangsidempuan                   |
| Mata Pelajaran | : Bahasa Inggris                           |
| Kelas/Semester | : VII/1                                    |
| Tema/Subtema   | : Vocabulary/Things, Animals, Public Place |
| Alokasi Waktu  | : 2 ×40 Menit                              |

#### **I. Kompetensi Inti**

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.
3. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
4. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

#### **J. Kompetensi Dasar**

1. Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
2. menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.

**K. Tujuan Pembelajaran**

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Siswa mampu mengidentifikasi sebuah nama benda sesuai dengan gambar
2. Siswa diharapkan mampu mendeskripsikan sebuah gambar dengan menggunakan kata-kata yang telah ditentukan
3. Melalui media yang digunakan, peserta didik dapat mengerti dan mampu membuat kalimat dengan kosakata yang telah dipelajari

**L. Materi Pembelajaran**

Vocabulary about animals, things, and public place

**M. Metode Pembelajaran** : Drilling

**N. Media**

Picture about places, things, and public places

**O. Sumber**

1. Buku Siswa Kelas VII Bahasa Inggris, *When English Rings a Bell for SMP/MTsGrade VII*. Penerbit Balitbang Kemendikbud, Jakarta: 2017.
2. Suara Guru

**P. Langkah-langkah Pembelajaran**


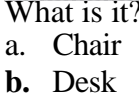








| Activity  | Time     |
|---|----------|
| Pre-Activity<br>f. Guru menyapa siswa dan membuka pelajaran<br>g. Guru mengecek kehadiran siswa<br>h. Memberikan apersepsi kepada peserta didik berdasarkan apa yang telah diketahui atau di alami dengan apa yang akan dipelajari<br>i. Guru menjelaskan tujuan pembelajaran hari ini. | 10 menit |
| Main Activity<br>o. Guru memberikan gambar yang berkaitan dengan Animals, Public places, Things   | 20 menit |








|   |          |
|---|----------|
| <p>dan guru bertanya mengenai gambar yang telah diberikan kepada peserta didik</p> <p>p. Guru memberikan vocabulary builder kepada peserta didik sebelum membahas Animals, Public places, Things lebih jauh</p> <p>q. Guru membaca kosakata yang ditulis, kemudian siswa mengulangnya</p> <p>r. Guru memberikan materi Animals, Public places, Things yang akan ditulis kosakatanya</p> <p>s. Siswa diminta untuk membaca vocabulary yang telah ditulis di papan tulis</p> <p>t. Siswa mengidentifikasi kata-kata yang sulit untuk diucapkan</p> <p>u. Guru melatih siswa untuk melafalkan kata-kata dengan benar dengan teknik drilling.</p> |          |
| <p>Post Activity</p> <p>c. Guru memberikan umpan balik terkait dengan materi</p> <p>d. Guru menyampaikan rencana tindak lanjut pembelajaran berikutnya</p> <p>e. Guru menutup pelajaran</p>   | 15 menit |

### APPENDIX III


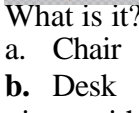







#### Instrument for Pre-Test



|  |   |
|--|---|
| <p>1. <u>Book</u> adalah gudang semua ilmu, what the meaning of the underline word?</p> <p>a.  c. Al-Qur'an<br/>b.  d. Koran</p> <p>2.  What is it?<br/>a. Chair c. Sofa<br/>b. Desk d. Chairs</p> <p>3. My sister with her daughter plays in the <u>park</u>. What is the meaning of the underline word?</p> <p>a. Rumah c. Mesjid<br/>b. Taman d. Kolam</p> <p>4. Rani goes to <u>school</u> by bus. What is the meaning of the underline word?</p> <p>a. Mesjid c. Bank<br/>b. Kampus d. Sekolah</p> <p>5.  <u>Kucing</u> adalah hewan yang menggemaskan. What is meaning of the underline word?</p> <p>a. Cat c. Dog<br/>b. Chicken d. Snake</p> <p>6.  What is it?<br/>a. Cow c. Bee<br/>b. Rabbit d. Cat</p> <p>7. Tas adalah tempat menyimpan <u>buku, pulpen, pensil, penghapus</u> dan lainnya. What the meaning of underline the word?</p> <p>a. Eraser, pencil, pen, book<br/>b. Book, pencil, eraser, pen<br/>c. Book, pen, pencil, eraser<br/>d. Pencil, pen, eraser, book</p> | <p>8.  What is it?<br/>c. Pencil<br/>d. Book</p> <p>9.  What is it?<br/>a. Hotel</p> <p>10.  pool<br/>What is it?<br/>a. Bioskop<br/>b. Schoo<br/>c. Market<br/>d. Police office</p> <p>11. Muhammad have favorite animals is <u>cat</u>. What the meaning of the underline word?</p> <p>a. Ayam c. Kucing<br/>b. Lebah d. Cacing</p> <p>12.  What is it?<br/>a. Butterfly c. Cow<br/>b. Dolphin d. Horse</p> <p>13.  What the meaning of the "Window"<br/>a. Kaca c. Meja<br/>b. Pintu d. Jendela</p> |
|--|---|

|   |  |
|---|--|
| <div data-bbox="365 302 509 340" data-label="Image"> </div> <p>What is it?</p> <p>a. Book                      c. Pen<br/>b. Eraser                    d. Window</p> <p>15. What is the meaning of "Hospital"?</p> <p>a. Sekolah                  c. Mesjid<br/>b. Bank                      d. Rumah sakit</p> <p>16.  What is it?</p> <p>a. Sekolah                  c. Rumah sakit<br/>b. Bank                      d. Taman</p> <p>17.  ta "Butterfly"?</p> <p>a. Kancil                    d. Kupu-kupu</p> <p>18.  What is it?</p> <p>a. Horse                    c. Snake<br/>b. Bee                        d. Cat</p> <p>19. Rudi menulis dengan <u>pulpen</u>, apa arti kata yang digaris bawah?</p> <p>a. Pensil                    c. Pulpen<br/>b. Penghapus              d. Buku</p> <p>20.  What is it?</p> <p>a. Chair                      c. Wall<br/>b. Whitebord                d. Table</p> <p>21. Jhon visit the museum. What is the meaning of museum?</p> <p>a. Taman                    c. Bank<br/>b. Musium                   d. Kantor</p> <p>22. Where are people treated?</p> <p>a. Hotel                      c. Campus<br/>b. School                    d. Hospital</p> | <p>23. Hewan yang memiliki insang disebut <u>ikan</u>. What the meaning of underline word?</p> <p>a. Cat<br/>b. Chicken</p> <p>24.  What is it?</p> <p>a. Bee<br/>b. Snake<br/>c. Butterfly<br/>d. Cow</p> <p>25. Where someone can study?</p> <p>a. Hospital<br/>b. School<br/>c. Restaurant<br/>d. Park</p> |
|---|--|

## APPENDIX IV

### Instrument for Post-Test

|  |  |
|--|--|
| <p>2. <u>Book</u> adalah gudang semua ilmu, what the meaning of the underline word?</p> <p>a.  c. Al-Qur'an<br/>b.  d. Koran</p> <p>2. What is it?<br/>a. Chair c. Sofa<br/>b. Desk d. Chairs</p> <p>8. My sister with her daughter plays in the <u>park</u>. What is the meaning of the underline word?</p> <p>a. Rumah c. Mesjid<br/>b. Taman d. Kolam</p> <p>9. Rani goes to <u>school</u> by bus. What is the meaning of the underline word?</p> <p>a. Mesjid c. Bank<br/>b. Kampus d. Sekolah</p> <p>10.  <u>Kucing</u> adalah hewan yang menggemaskan. What is meaning of the underline word?</p> <p>a. Cat c. Dog<br/>b. Chicken d. Snake</p> <p>11.  What is it?</p> <p>a. Cow c. Bee<br/>b. Rabbit d. Cat</p> <p>12. Tas adalah tempat menyimpan <u>buku, pulpen, pensil, penghapus</u> dan lainnya. What the meaning of underline the word?</p> <p>a. Eraser, pencil, pen, book<br/>b. Book, pencil, eraser, pen<br/>c. Book, pen, pencil, eraser<br/>d. Pencil, pen, eraser, book</p> | <p>8.  What is it?</p> <p>c. Pencil<br/>d. Book</p> <p>9.  What is it?</p> <p>e. Hotel</p> <p>10.  pool<br/>What is it?</p> <p>e. Bioskop<br/>f. Schoo<br/>g. Market<br/>h. Police office</p> <p>12. Muhammad have favorite animals is <u>cat</u>. What the meaning of the underline word?</p> <p>a. Ayam c. Kucing<br/>b. Lebah d. Cacing</p> <p>12.  What is it?</p> <p>c. Butterfly c. Cow<br/>d. Dolphin d. Horse</p> <p>14.  What the meaning of the "Window"</p> <p>a. Kaca c. Meja<br/>b. Pintu d. Jendela</p> |
|--|--|

|   |   |
|---|---|
| <div data-bbox="365 302 509 340" data-label="Image"> </div> <p>What is it?</p> <p>c. Book                      c. Pen<br/>d. Eraser                    d. Window</p> <p>15. What is the meaning of "Hospital"?</p> <p>c. Sekolah                  c. Mesjid<br/>d. Bank                      d. Rumah sakit</p> <p>16. </p> <p>What is it?</p> <p>c. Sekolah                  c. Rumah sakit<br/>d. Taman                    d. "Butterfly"?</p> <p>17. </p> <p>18. What is it?</p> <p>c. Horse                    c. Snake<br/>d. Bee                        d. Cat</p> <p>23. Rudi menulis dengan <u>pulpen</u>, apa arti kata yang digaris bawah?</p> <p>a. Pensil                    c. Pulpen<br/>b. Penghapus            d. Buku</p> <div data-bbox="544 1238 694 1323" data-label="Image"> </div> <p>24. What is it?</p> <p>a. Chair                    c. Wall<br/>b. Whitebord            d. Table</p> <p>25. Jhon visit the museum. What is the meaning of museum?</p> <p>a. Taman                    c. Bank<br/>b. Musium                  d. Kantor</p> <p>26. Where are people treated?</p> <p>a. Hotel                    c. Campus<br/>b. School                  d. Hospital</p> | <p>24. Hewan yang memiliki insang disebut <u>ikan</u>. What the meaning of underline word?</p> <p>a. Cat<br/>b. Chicken</p> <div data-bbox="1115 544 1316 674" data-label="Image"> </div> <p>24. What is it?</p> <p>e. Bee<br/>f. Snake<br/>g. Butterfly<br/>h. Cow</p> <p>26. Where someone can study?</p> <p>a. Hospital<br/>b. School<br/>c. Restaurant<br/><b>d. Park</b></p> |
|---|---|

## APPENDIX V

**Table IV.1**

**Score of Pre-Test Experimental Class**

| <b>No</b> | <b>Descriptive</b> | <b>Statistics</b> |
|-----------|--------------------|-------------------|
| 1         | Sum                | 1062              |
| 2         | Maximum            | 64                |
| 3         | Minimum            | 40                |
| 4         | Mean               | 53.1              |
| 5         | Median             | 54.00             |
| 6         | Modus              | 56                |
| 7         | Range              | 24                |
| 8         | Interval           | 5                 |
| 9         | Standard Deviation | 5.59              |

**Table IV.2**

**Score of the Post-Test Experimental Class**

| <b>No</b> | <b>Pre-Test Experiment</b> | <b>Statistics</b> |
|-----------|----------------------------|-------------------|
| 1         | Sum                        | 1604              |
| 2         | Maximum                    | 96                |
| 3         | Minimum                    | 60                |
| 4         | Mean                       | 80.2              |
| 5         | Median                     | 80                |
| 6         | Modus                      | 80                |
| 7         | Range                      | 36                |
| 8         | Interval                   | 8                 |
| 9         | Standard Deviation         | 8.84              |

## APPENDIX VI

**Table IV.3**

**Score of Pre-Test Control Class**

| <b>No</b> | <b>Pre-Test Control</b> | <b>Statistics</b> |
|-----------|-------------------------|-------------------|
| 1         | Sum                     | 940               |
| 2         | Maximum                 | 64                |
| 3         | Minimum                 | 24                |
| 4         | Mean                    | 47                |
| 5         | Median                  | 48                |
| 6         | Modus                   | 56                |
| 7         | Range                   | 40                |
| 8         | Interval                | 9                 |
| 9         | Standard Deviation      | 10.53             |

**Table IV.4**

**Score of the Post-Test Control Class**

| <b>No</b> | <b>Post-Test Control</b> | <b>Statistics</b> |
|-----------|--------------------------|-------------------|
| 1         | Sum                      | 1176              |
| 2         | Maximum                  | 80                |
| 3         | Minimum                  | 28                |
| 4         | Mean                     | 58.8              |
| 5         | Median                   | 60.00             |
| 6         | Modus                    | 68                |
| 7         | Range                    | 52                |
| 8         | Interval                 | 11                |
| 9         | Standard Deviation       | 12.98             |

## APPENDIX VII

### SPSS Normality Result

| Tests of Normality |                       |                                 |    |       |              |    |      |
|--------------------|-----------------------|---------------------------------|----|-------|--------------|----|------|
|                    |                       | Kolmogorov-Smirnov <sup>a</sup> |    |       | Shapiro-Wilk |    |      |
|                    | Class                 | Statistic                       | df | Sig.  | Statistic    | df | Sig. |
| Students Result    | Eksperiment Pre-test  | .172                            | 20 | .123  | .959         | 20 | .522 |
|                    | Eksperiment Post-test | .123                            | 20 | .200* | .963         | 20 | .598 |
|                    | Control Pre-test      | .104                            | 20 | .200* | .964         | 20 | .633 |
|                    | Control Post-test     | .165                            | 20 | .160  | .943         | 20 | .274 |

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction



## APPENDIX VIII

### SPSS Homogeneity Result

| Test of Homogeneity of Variances |                                      |                  |     |        |      |
|----------------------------------|--------------------------------------|------------------|-----|--------|------|
|                                  |                                      | Levene Statistic | df1 | df2    | Sig. |
| Result                           | Based on Mean                        | 2.614            | 1   | 38     | .114 |
|                                  | Based on Median                      | 2.376            | 1   | 38     | .131 |
|                                  | Based on Median and with adjusted df | 2.376            | 1   | 34.212 | .132 |
|                                  | Based on trimmed mean                | 2.442            | 1   | 38     | .126 |

## APPENDIX IX

| Independent Samples Test |                             |   |      |                              |        |                 |                 |                       |   |        |
|--------------------------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|--------|
|                          |                             | Levene's Test for Equality of Variances |      | t-test for Equality of Means |        |                 |                 |                       |   |        |
|                          |                             | F                                       | Sig. | t                            | df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |        |
|                          |                             |   |      |                              |        |                 |                 |                       | Lower                                     | Upper  |
| Result                   | Equal variances assumed     | 2,614                                   | ,114 | 6,091                        | 38     | ,000            | 21,400          | 3,513                 | 14,288                                    | 28,512 |
|                          | Equal variances not assumed |   |      | 6,091                        | 33,514 | ,000            | 21,400          | 3,513                 | 14,256                                    | 28,544 |

# APPENDIX X

## T-Table

| df | One-Tailed Test |          |          |          |          |          |          |
|----|-----------------|----------|----------|----------|----------|----------|----------|
|    | 0,25            | 0,10     | 0,05     | 0,025    | 0,01     | 0,005    | 0,001    |
|    | Two-Tailed Test |          |          |          |          |          |          |
|    | 0,50            | 0,20     | 0,10     | 0,05     | 0,02     | 0,01     | 0,002    |
| 41 | 0,680521        | 1,302543 | 1,682878 | 2,019541 | 2,420803 | 2,701181 | 3,301273 |
| 42 | 0,680376        | 1,302035 | 1,681952 | 2,018082 | 2,418470 | 2,698066 | 3,295951 |
| 43 | 0,680238        | 1,301552 | 1,681071 | 2,016692 | 2,416250 | 2,695102 | 3,290890 |
| 44 | 0,680107        | 1,301090 | 1,680230 | 2,015368 | 2,414134 | 2,692278 | 3,286072 |
| 45 | 0,679981        | 1,300649 | 1,679427 | 2,014103 | 2,412116 | 2,689585 | 3,281480 |
| 46 | 0,679861        | 1,300228 | 1,678660 | 2,012896 | 2,410188 | 2,687013 | 3,277098 |
| 47 | 0,679746        | 1,299825 | 1,677927 | 2,011741 | 2,408345 | 2,684556 | 3,272912 |
| 48 | 0,679635        | 1,299439 | 1,677224 | 2,010635 | 2,406581 | 2,682204 | 3,268910 |
| 49 | 0,679530        | 1,299069 | 1,676551 | 2,009575 | 2,404892 | 2,679952 | 3,265079 |
| 50 | 0,679428        | 1,298714 | 1,675905 | 2,008559 | 2,403272 | 2,677793 | 3,261409 |
| 51 | 0,679331        | 1,298373 | 1,675285 | 2,007584 | 2,401718 | 2,675722 | 3,257890 |
| 52 | 0,679237        | 1,298045 | 1,674689 | 2,006647 | 2,400225 | 2,673734 | 3,254512 |
| 53 | 0,679147        | 1,297730 | 1,674116 | 2,005746 | 2,398790 | 2,671823 | 3,251268 |
| 54 | 0,679060        | 1,297426 | 1,673565 | 2,004879 | 2,397410 | 2,669985 | 3,248149 |
| 55 | 0,678977        | 1,297134 | 1,673034 | 2,004045 | 2,396081 | 2,668216 | 3,245149 |
| 56 | 0,678896        | 1,296853 | 1,672522 | 2,003241 | 2,394801 | 2,666512 | 3,242261 |
| 57 | 0,678818        | 1,296581 | 1,672029 | 2,002465 | 2,393568 | 2,664870 | 3,239478 |
| 58 | 0,678743        | 1,296319 | 1,671553 | 2,001717 | 2,392377 | 2,663287 | 3,236795 |
| 59 | 0,678671        | 1,296066 | 1,671093 | 2,000995 | 2,391229 | 2,661759 | 3,234207 |
| 60 | 0,678601        | 1,295821 | 1,670649 | 2,000298 | 2,390119 | 2,660283 | 3,231709 |
| 61 | 0,678533        | 1,295585 | 1,670219 | 1,999624 | 2,389047 | 2,658857 | 3,229296 |
| 62 | 0,678467        | 1,295356 | 1,669804 | 1,998972 | 2,388011 | 2,657479 | 3,226964 |
| 63 | 0,678404        | 1,295134 | 1,669402 | 1,998341 | 2,387008 | 2,656145 | 3,224709 |
| 64 | 0,678342        | 1,294920 | 1,669013 | 1,997730 | 2,386037 | 2,654854 | 3,222527 |
| 65 | 0,678283        | 1,294712 | 1,668636 | 1,997138 | 2,385097 | 2,653604 | 3,220414 |
| 66 | 0,678225        | 1,294511 | 1,668271 | 1,996564 | 2,384186 | 2,652394 | 3,218368 |
| 67 | 0,678169        | 1,294315 | 1,667916 | 1,996008 | 2,383302 | 2,651220 | 3,216386 |
| 68 | 0,678115        | 1,294126 | 1,667572 | 1,995469 | 2,382446 | 2,650081 | 3,214463 |
| 69 | 0,678062        | 1,293942 | 1,667239 | 1,994945 | 2,381615 | 2,648977 | 3,212599 |
| 70 | 0,678011        | 1,293763 | 1,666914 | 1,994437 | 2,380807 | 2,647905 | 3,210789 |
| 71 | 0,677961        | 1,293589 | 1,666600 | 1,993943 | 2,380024 | 2,646863 | 3,209032 |
| 72 | 0,677912        | 1,293421 | 1,666294 | 1,993464 | 2,379262 | 2,645852 | 3,207326 |
| 73 | 0,677865        | 1,293256 | 1,665996 | 1,992997 | 2,378522 | 2,644869 | 3,205668 |
| 74 | 0,677820        | 1,293097 | 1,665707 | 1,992543 | 2,377802 | 2,643913 | 3,204056 |
| 75 | 0,677775        | 1,292941 | 1,665425 | 1,992102 | 2,377102 | 2,642983 | 3,202489 |
| 76 | 0,677732        | 1,292790 | 1,665151 | 1,991673 | 2,376420 | 2,642078 | 3,200964 |
| 77 | 0,677689        | 1,292643 | 1,664885 | 1,991254 | 2,375757 | 2,641198 | 3,199480 |
| 78 | 0,677648        | 1,292500 | 1,664625 | 1,990847 | 2,375111 | 2,640340 | 3,198035 |
| 79 | 0,677608        | 1,292360 | 1,664371 | 1,990450 | 2,374482 | 2,639505 | 3,196628 |
| 80 | 0,677569        | 1,292224 | 1,664125 | 1,990063 | 2,373868 | 2,638691 | 3,195258 |

## **APPENDIX XI**

### Validity of the Test

| Responden | X1 | X2 | X3 | X4 | X5 | X6 | X7 | X8 | X9 | X10 | X11 | X12 | X13 |
|-----------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|
| 1         | 0  | 1  | 0  | 0  | 0  | 0  | 1  | 0  | 0  | 0   | 1   | 0   | 1   |
| 2         | 0  | 1  | 0  | 1  | 0  | 0  | 1  | 1  | 1  | 0   | 1   | 1   | 1   |
| 3         | 0  | 0  | 0  | 1  | 0  | 0  | 1  | 1  | 0  | 0   | 1   | 1   | 1   |
| 4         | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1   | 0   | 1   | 1   |
| 5         | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1   | 1   | 1   | 1   |
| 6         | 0  | 0  | 0  | 1  | 1  | 0  | 1  | 1  | 0  | 1   | 1   | 1   | 1   |
| 7         | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0   | 0   | 1   | 0   |
| 8         | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 1  | 0   | 0   | 1   | 1   |
| 9         | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 1   | 1   | 1   | 0   |
| 10        | 0  | 1  | 0  | 0  | 1  | 1  | 0  | 0  | 0  | 0   | 1   | 0   | 0   |
| 11        | 0  | 1  | 0  | 1  | 0  | 1  | 0  | 0  | 0  | 0   | 0   | 0   | 0   |
| 12        | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 1  | 0   | 0   | 0   | 1   |
| 13        | 1  | 0  | 0  | 1  | 0  | 0  | 0  | 0  | 0  | 0   | 0   | 1   | 1   |
| 14        | 0  | 1  | 0  | 1  | 0  | 1  | 1  | 1  | 1  | 0   | 1   | 1   | 1   |
| 15        | 1  | 0  | 1  | 0  | 0  | 0  | 1  | 1  | 1  | 0   | 0   | 1   | 1   |
| 16        | 1  | 1  | 1  | 0  | 0  | 1  | 1  | 1  | 0  | 0   | 0   | 0   | 1   |
| 17        | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 0   | 1   | 0   | 1   |
| 18        | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 0  | 0  | 1   | 1   | 1   | 1   |

| Responden  | X1    | X2          | X3    | X4    | X5          | X6    | X7    | X8    | X9          | X10   | X11   | X12   | X13   |
|------------|-------|-------------|-------|-------|-------------|-------|-------|-------|-------------|-------|-------|-------|-------|
| 19         | 0     | 1           | 0     | 0     | 1           | 0     | 1     | 1     | 0           | 1     | 1     | 1     | 1     |
| 20         | 1     | 1           | 1     | 1     | 1           | 1     | 0     | 0     | 0           | 0     | 1     | 1     | 1     |
| 21         | 1     | 1           | 1     | 1     | 1           | 1     | 1     | 1     | 1           | 1     | 1     | 1     | 1     |
| 22         | 0     | 1           | 0     | 0     | 0           | 1     | 1     | 1     | 1           | 1     | 0     | 1     | 1     |
| 23         | 0     | 1           | 0     | 0     | 1           | 0     | 1     | 1     | 1           | 1     | 0     | 0     | 1     |
| 24         | 0     | 0           | 0     | 1     | 1           | 0     | 0     | 1     | 1           | 0     | 1     | 1     | 1     |
| 25         | 1     | 1           | 1     | 0     | 0           | 1     | 1     | 1     | 1           | 0     | 1     | 1     | 1     |
| R Hitung   | 0,48  | 0,26        | 0,52  | 0,57  | 0,15        | 0,51  | 0,51  | 0,50  | 0,27        | 0,39  | 0,49  | 0,42  | 0,50  |
| R Tabel    | 0,396 | 0,396       | 0,396 | 0,396 | 0,396       | 0,396 | 0,396 | 0,396 | 0,396       | 0,396 | 0,396 | 0,396 | 0,396 |
| Keterangan | VALID | TIDAK VALID | VALID | VALID | TIDAK VALID | VALID | VALID | VALID | TIDAK VALID | VALID | VALID | VALID | VALID |
| Varians    | 0,25  | 0,25        | 0,24  | 0,26  | 0,24        | 0,26  | 0,25  | 0,25  | 0,26        | 0,24  | 0,25  | 0,21  | 0,14  |

| Responden | X14 | X15 | X16 | X17 | X18 | X19 | X20 | X21 | X22 | X23 | X24 | X25 | X26 |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 1         | 1   | 0   | 1   | 0   | 0   | 1   | 0   | 1   | 1   | 0   | 1   | 0   | 1   |
| 2         | 0   | 0   | 1   | 1   | 0   | 1   | 0   | 1   | 1   | 0   | 1   | 0   | 1   |
| 3         | 0   | 0   | 1   | 1   | 1   | 0   | 1   | 0   | 1   | 1   | 0   | 1   | 0   |
| 4         | 0   | 1   | 1   | 1   | 1   | 1   | 1   | 0   | 1   | 1   | 1   | 1   | 0   |
| 5         | 1   | 1   | 1   | 1   | 0   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 0   |
| 6         | 0   | 0   | 0   | 0   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 0   |
| 7         | 0   | 0   | 0   | 0   | 0   | 1   | 0   | 1   | 0   | 0   | 0   | 0   | 1   |
| 8         | 0   | 0   | 0   | 0   | 0   | 1   | 0   | 0   | 0   | 0   | 1   | 0   | 1   |
| 9         | 0   | 1   | 0   | 1   | 1   | 0   | 0   | 0   | 0   | 0   | 1   | 0   | 1   |
| 10        | 0   | 1   | 0   | 1   | 0   | 0   | 1   | 0   | 0   | 1   | 0   | 0   | 0   |
| 11        | 0   | 0   | 0   | 0   | 0   | 0   | 1   | 0   | 0   | 1   | 0   | 0   | 0   |
| 12        | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   |
| 13        | 0   | 1   | 1   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 1   | 1   | 0   |
| 14        | 0   | 1   | 1   | 0   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   |
| 15        | 0   | 0   | 0   | 1   | 0   | 1   | 1   | 1   | 1   | 0   | 1   | 0   | 1   |
| 16        | 0   | 0   | 0   | 1   | 0   | 0   | 0   | 0   | 0   | 0   | 1   | 0   | 0   |
| 17        | 0   | 1   | 0   | 1   | 1   | 1   | 0   | 0   | 0   | 1   | 0   | 1   | 1   |
| 18        | 0   | 1   | 1   | 1   | 1   | 0   | 1   | 1   | 1   | 1   | 1   | 1   | 0   |

| Responden  | X14   | X15   | X16   | X17   | X18   | X19   | X20   | X21   | X22   | X23   | X24   | X25   | X26         |
|------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------------|
| 19         | 0     | 0     | 0     | 0     | 0     | 0     | 1     | 1     | 0     | 1     | 0     | 0     | 0           |
| 20         | 0     | 0     | 1     | 1     | 0     | 0     | 1     | 1     | 0     | 1     | 0     | 0     | 1           |
| 21         | 1     | 1     | 1     | 1     | 1     | 1     | 1     | 1     | 0     | 1     | 1     | 0     | 1           |
| 22         | 0     | 1     | 1     | 1     | 1     | 1     | 0     | 1     | 1     | 1     | 1     | 0     | 0           |
| 23         | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 1     | 0     | 0     | 0           |
| 24         | 0     | 1     | 0     | 1     | 0     | 0     | 0     | 0     | 0     | 1     | 0     | 1     | 0           |
| 25         | 1     | 1     | 1     | 1     | 1     | 1     | 1     | 1     | 0     | 1     | 1     | 0     | 0           |
| R Hitung   | 0,43  | 0,55  | 0,68  | 0,47  | 0,72  | 0,47  | 0,41  | 0,41  | 0,54  | 0,50  | 0,51  | 0,56  | 0,02        |
| R Tabel    | 0,396 | 0,396 | 0,396 | 0,396 | 0,396 | 0,396 | 0,396 | 0,396 | 0,396 | 0,396 | 0,396 | 0,396 | 0,396       |
| Keterangan | VALID | VALID | VALID | VALID | VALID | VALID | VALID | VALID | VALID | VALID | VALID | VALID | TIDAK VALID |
| Varians    | 0,14  | 0,26  | 0,26  | 0,25  | 0,25  | 0,26  | 0,26  | 0,26  | 0,25  | 0,24  | 0,25  | 0,24  | 0,25        |



| Responden | X27 | X28 | X29 | X30 | X31 | X32 | X33 | X34 | X35 | X36 | X37 | X38 | X39 |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 1         | 0   | 1   | 0   | 1   | 0   | 0   | 1   | 1   | 1   | 0   | 1   | 0   | 0   |
| 2         | 0   | 1   | 0   | 1   | 1   | 0   | 1   | 0   | 1   | 0   | 1   | 0   | 0   |
| 3         | 1   | 1   | 0   | 1   | 1   | 0   | 1   | 1   | 0   | 1   | 1   | 1   | 1   |
| 4         | 1   | 1   | 0   | 1   | 1   | 1   | 1   | 1   | 0   | 0   | 1   | 1   | 1   |
| 5         | 1   | 1   | 1   | 1   | 0   | 1   | 1   | 1   | 0   | 0   | 1   | 1   | 1   |
| 6         | 1   | 0   | 0   | 1   | 1   | 1   | 1   | 1   | 1   | 0   | 1   | 1   | 1   |
| 7         | 0   | 0   | 0   | 0   | 0   | 1   | 1   | 0   | 1   | 0   | 0   | 1   | 0   |
| 8         | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 1   | 1   | 0   | 1   | 0   |
| 9         | 0   | 0   | 1   | 0   | 1   | 0   | 0   | 0   | 1   | 1   | 0   | 0   | 0   |
| 10        | 0   | 1   | 1   | 0   | 0   | 0   | 0   | 0   | 1   | 1   | 0   | 0   | 0   |
| 11        | 0   | 1   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 1   | 1   | 0   | 0   |
| 12        | 1   | 0   | 0   | 1   | 0   | 0   | 0   | 0   | 0   | 1   | 1   | 0   | 0   |
| 13        | 1   | 0   | 1   | 1   | 0   | 0   | 1   | 1   | 1   | 1   | 1   | 0   | 1   |
| 14        | 1   | 0   | 1   | 0   | 1   | 1   | 1   | 1   | 1   | 1   | 0   | 1   | 1   |
| 15        | 0   | 0   | 0   | 0   | 1   | 1   | 0   | 1   | 0   | 1   | 0   | 0   | 0   |
| 16        | 1   | 1   | 0   | 0   | 0   | 1   | 0   | 1   | 0   | 1   | 1   | 0   | 0   |
| 17        | 1   | 1   | 1   | 1   | 0   | 1   | 1   | 0   | 1   | 1   | 1   | 1   | 1   |
| 18        | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 0   | 1   | 1   | 1   | 1   | 1   |

| Responden  | X27   | X28   | X29         | X30   | X31   | X32   | X33         | X34   | X35   | X36         | X37   | X38   | X39   |
|------------|-------|-------|-------------|-------|-------|-------|-------------|-------|-------|-------------|-------|-------|-------|
| 19         | 0     | 0     | 1           | 0     | 1     | 0     | 1           | 1     | 0     | 1           | 0     | 1     | 0     |
| 20         | 1     | 1     | 0           | 1     | 0     | 0     | 1           | 1     | 1     | 0           | 0     | 1     | 0     |
| 21         | 1     | 1     | 1           | 1     | 1     | 0     | 1           | 1     | 1     | 1           | 1     | 1     | 0     |
| 22         | 0     | 0     | 1           | 1     | 1     | 0     | 0           | 0     | 0     | 1           | 1     | 1     | 1     |
| 23         | 0     | 0     | 0           | 1     | 0     | 0     | 0           | 0     | 0     | 0           | 0     | 0     | 0     |
| 24         | 1     | 0     | 0           | 1     | 0     | 1     | 0           | 1     | 0     | 0           | 0     | 0     | 0     |
| 25         | 0     | 1     | 0           | 1     | 1     | 0     | 0           | 0     | 1     | 0           | 0     | 1     | 1     |
| R Hitung   | 0,52  | 0,42  | 0,34        | 0,50  | 0,51  | 0,56  | -0,02       | 0,52  | 0,42  | 0,34        | 0,59  | 0,47  | 0,41  |
| R Tabel    | 0,396 | 0,396 | 0,396       | 0,396 | 0,396 | 0,396 | 0,396       | 0,396 | 0,396 | 0,396       | 0,396 | 0,396 | 0,396 |
| Keterangan | VALID | VALID | TIDAK VALID | VALID | VALID | VALID | TIDAK VALID | VALID | VALID | TIDAK VALID | VALID | VALID | VALID |
| Varians    | 0,26  | 0,26  | 0,25        | 0,24  | 0,25  | 0,24  | 0,25        | 0,26  | 0,26  | 0,25        | 0,26  | 0,26  | 0,26  |

[illegible]

| Responden  | X40   | X41   | X42   | X43   | X44   | X45   | X46   | X47         | X48   | X49   | X50   | X51   | X52   |
|------------|-------|-------|-------|-------|-------|-------|-------|-------------|-------|-------|-------|-------|-------|
| 19         | 0     | 0     | 0     | 1     | 1     | 0     | 1     | 0           | 0     | 0     | 1     | 1     | 1     |
| 20         | 0     | 0     | 1     | 1     | 1     | 0     | 1     | 0           | 0     | 0     | 0     | 1     | 0     |
| 21         | 1     | 0     | 0     | 1     | 0     | 0     | 1     | 1           | 1     | 1     | 1     | 1     | 1     |
| 22         | 0     | 1     | 1     | 0     | 1     | 1     | 1     | 0           | 0     | 0     | 1     | 1     | 1     |
| 23         | 0     | 0     | 1     | 0     | 0     | 0     | 0     | 1           | 0     | 0     | 1     | 0     | 0     |
| 24         | 0     | 0     | 0     | 0     | 1     | 1     | 1     | 1           | 1     | 1     | 1     | 1     | 1     |
| 25         | 1     | 0     | 1     | 1     | 1     | 1     | 0     | 1           | 1     | 1     | 1     | 1     | 1     |
| R Hitung   | 0,42  | 0,59  | 0,41  | 0,54  | 0,47  | 0,47  | 0,48  | -0,27       | 0,44  | 0,94  | 0,49  | 0,82  | 0,44  |
| R Tabel    | 0,396 | 0,396 | 0,396 | 0,396 | 0,396 | 0,396 | 0,396 | 0,396       | 0,396 | 0,396 | 0,396 | 0,396 | 0,396 |
| Keterangan | VALID | VALID | VALID | VALID | VALID | VALID | VALID | TIDAK VALID | VALID | VALID | VALID | VALID | VALID |
| Varians    | 0,26  | 0,26  | 0,26  | 0,26  | 0,25  | 0,25  | 0,26  | 0,21        | 0,24  | 0,24  | 0,24  | 0,26  | 0,25  |

| Responden | X53 | X54 | X55 | X56 | X57 | X58 | X59 | X60 |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|
| 1         | 0   | 1   | 0   | 1   | 1   | 0   | 1   | 1   |
| 2         | 0   | 1   | 0   | 1   | 1   | 0   | 1   | 1   |
| 3         | 1   | 1   | 0   | 1   | 1   | 0   | 1   | 1   |
| 4         | 0   | 1   | 1   | 1   | 0   | 1   | 1   | 1   |
| 5         | 0   | 1   | 1   | 1   | 1   | 1   | 1   | 0   |
| 6         | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 0   |
| 7         | 1   | 0   | 0   | 0   | 0   | 0   | 0   | 0   |
| 8         | 1   | 0   | 1   | 0   | 1   | 1   | 0   | 0   |
| 9         | 1   | 0   | 0   | 0   | 0   | 0   | 0   | 1   |
| 10        | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 1   |
| 11        | 0   | 1   | 0   | 1   | 1   | 0   | 1   | 0   |
| 12        | 1   | 1   | 0   | 1   | 1   | 0   | 1   | 0   |
| 13        | 1   | 0   | 0   | 0   | 0   | 0   | 0   | 1   |
| 14        | 0   | 1   | 1   | 1   | 0   | 1   | 0   | 1   |
| 15        | 1   | 0   | 1   | 0   | 0   | 1   | 0   | 0   |
| 16        | 1   | 1   | 1   | 1   | 0   | 1   | 1   | 0   |
| 17        | 0   | 1   | 0   | 1   | 0   | 0   | 1   | 1   |
| 18        | 0   | 1   | 1   | 1   | 0   | 1   | 1   | 1   |

| Responden  | X53   | X54         | X55   | X56   | X57   | X58   | X59         | X60   |
|------------|-------|-------------|-------|-------|-------|-------|-------------|-------|
| 19         | 0     | 0           | 0     | 1     | 1     | 0     | 1           | 1     |
| 20         | 0     | 1           | 0     | 1     | 1     | 0     | 0           | 1     |
| 21         | 1     | 1           | 1     | 0     | 0     | 0     | 1           | 0     |
| 22         | 1     | 1           | 1     | 1     | 1     | 1     | 0           | 1     |
| 23         | 0     | 0           | 0     | 0     | 1     | 0     | 0           | 0     |
| 24         | 0     | 1           | 1     | 0     | 0     | 1     | 1           | 0     |
| 25         | 1     | 0           | 0     | 0     | 0     | 1     | 1           | 1     |
| R Hitung   | 0,83  | -0,08       | 0,47  | 0,44  | 0,45  | 0,558 | 0,07        | 0,51  |
| R Tabel    | 0,396 | 0,396       | 0,396 | 0,396 | 0,396 | 0,396 | 0,396       | 0,396 |
| Keterangan | VALID | TIDAK VALID | VALID | VALID | VALID | VALID | TIDAK VALID | VALID |
| Varians    | 0,26  | 0,26        | 0,21  | 0,25  | 0,25  | 0,26  | 0,26        | 0,26  |

|             | KRITERIA PENGUJIAN     |                 |
|-------------|------------------------|-----------------|
| Nilai Acuan | Nilai Cronbach's Alpha | Kesimpulan      |
| 0,7         | 0,917854684            | <b>RELIABLE</b> |










## APPENDIX XII

### Documentation Instrument for Post-Test

Nama = PUTRI GANI NST  
KLS = VII - 1

84

A. In this section, you will be given 25 multiple choices. Choose the correct answer by crossing a, b, c, or d.

|   |  |
|---|--|
| <p>1. I buy new <u>eraser</u>. What the meaning of the underline word?<br/>           a. Pensil <input checked="" type="checkbox"/> b. Penghapus <input checked="" type="checkbox"/> c. Pulpen <input checked="" type="checkbox"/> d. Penggaris <input checked="" type="checkbox"/></p> <p>2. What is the meaning "lampu" in English?<br/>           a. Dinding <input checked="" type="checkbox"/> b. Buku <input checked="" type="checkbox"/> c. Lampu <input checked="" type="checkbox"/> d. Sepatu <input checked="" type="checkbox"/></p> <p>3.  Nina menulis di <u>whiteboard</u>. What is the meaning of the underline word?<br/>           a. Buku <input checked="" type="checkbox"/> b. Penggaris <input checked="" type="checkbox"/> c. Dinding <input checked="" type="checkbox"/> d. Papan tulis <input checked="" type="checkbox"/></p> <p>4.  This is <u>ruler</u>. The underline word means?<br/>           a. Pulpen <input checked="" type="checkbox"/> b. Penggaris <input checked="" type="checkbox"/> c. Buku <input checked="" type="checkbox"/> d. Pensil <input checked="" type="checkbox"/></p> <p>5.  What is it in English?<br/>           a. Ruler <input checked="" type="checkbox"/> b. Clothes <input checked="" type="checkbox"/> c. Hat <input checked="" type="checkbox"/> d. Tie <input checked="" type="checkbox"/></p> <p>6. <u>Cumi-cumi</u> adalah hewan yang memiliki tinta beracun. What the meaning of the underline word?<br/>           a. Crab <input checked="" type="checkbox"/> b. Shark <input checked="" type="checkbox"/> c. Fish <input checked="" type="checkbox"/> d. Squid <input checked="" type="checkbox"/></p> <p>7.  <u>Lion</u> adalah salah satu hewan buas. What the meaning of the underline word?<br/>           a. Singa <input checked="" type="checkbox"/> b. Kuda <input checked="" type="checkbox"/> c. Beruang <input checked="" type="checkbox"/> d. Jerapah <input checked="" type="checkbox"/></p> <p>8. There is snake, snake means?<br/>           a. Ulat bulu <input checked="" type="checkbox"/> b. Kelabang <input checked="" type="checkbox"/> c. Ular <input checked="" type="checkbox"/> d. Cacing <input checked="" type="checkbox"/></p> <p>9. Tono study at <u>school</u>. What the meaning of underline word?<br/>           a. Rumah <input checked="" type="checkbox"/> b. Hotel <input checked="" type="checkbox"/> c. Mesjid <input checked="" type="checkbox"/> d. Sekolah <input checked="" type="checkbox"/></p> | <p>10. My mother working in the <u>office</u>. What the meaning of underline word?<br/>           a. Museum <input checked="" type="checkbox"/> b. Kantor <input checked="" type="checkbox"/> c. Bank <input checked="" type="checkbox"/> d. Rumah sakit <input checked="" type="checkbox"/></p> <p>11.  What is the meaning of "Park"?<br/>           a. Kolam <input checked="" type="checkbox"/> b. Village <input checked="" type="checkbox"/> c. Taman <input checked="" type="checkbox"/> d. Pasar <input checked="" type="checkbox"/></p> <p>12. Joni buys some vegetables in the <u>market</u>. What is the meaning of underline word?<br/>           a. Pasar <input checked="" type="checkbox"/> b. Bank <input checked="" type="checkbox"/> c. Taman <input checked="" type="checkbox"/> d. Bioskop <input checked="" type="checkbox"/></p> <p>13. What do we can call "Kantor Polisi" in English?<br/>           a. University <input checked="" type="checkbox"/> b. Hospital <input checked="" type="checkbox"/> c. Market <input checked="" type="checkbox"/> d. Police office <input checked="" type="checkbox"/></p> <p>14.  What is it?<br/>           a. Museum <input checked="" type="checkbox"/> b. Park <input checked="" type="checkbox"/> c. Rumah <input checked="" type="checkbox"/> d. Mesjid <input checked="" type="checkbox"/></p> <p>15.  Hospital means?<br/>           a. Puskesmas <input checked="" type="checkbox"/> b. Hotel <input checked="" type="checkbox"/> c. Rumah sakit <input checked="" type="checkbox"/> d. Taman <input checked="" type="checkbox"/></p> <p>16.  What is it?<br/>           a. Shop <input checked="" type="checkbox"/> b. Restaurant <input checked="" type="checkbox"/> c. University <input checked="" type="checkbox"/> d. Home <input checked="" type="checkbox"/></p> <p>17. My mother buy new <u>cupboard</u>. What the meaning of the underline word?<br/>           a. Kotak <input checked="" type="checkbox"/> b. Lemari <input checked="" type="checkbox"/> c. Buffet <input checked="" type="checkbox"/> d. Kursi <input checked="" type="checkbox"/></p> <p>18.  What is this?<br/>           a. Map <input checked="" type="checkbox"/> b. Book <input checked="" type="checkbox"/> c. Poster <input checked="" type="checkbox"/> d. Picture <input checked="" type="checkbox"/></p> |
|---|--|

B: 21  
S: 4

Nama: Citta Anggraeni Lestari  
KLS = VII-1

88

A. In this section, you will be given 25 multiple choices. Choose the correct answer by crossing a, b, c, or d.

1. I buy new eraser. What the meaning of the underline word?

- a. Pensil c. Pulpen  
☒ b. Penghapus d. Penggaris

2. What is the meaning "lampu" in English?

- a. Dinding ☒ b. Buku  
c. Lampu d. Sepatu

3.



Nina menulis di whiteboard. What is the meaning of the underline word?

- a. Buku c. Dinding  
b. Penggaris ☒ d. Papan tulis

4.



This is ruler. The underline word means?

- ☒ a. Pulpen c. Buku  
b. Penggaris d. Pensil

5.



What is it in English?

- a. Ruler c. Hat  
b. Clothes ☒ d. Tie

6. Cumi-cumi adalah hewan yang memiliki tinta beracun. What the meaning of the underline word?

- ☒ a. Crab c. Fish  
b. Shark d. Squid

7.



Lion adalah salah satu hewan buas. What the meaning of the underline word?

- ☒ a. Singa c. Kuda  
b. Beruang d. Jerapah

8. There is snake, snake means?

- a. Ulat bulu ☒ b. Kelabang  
c. Ular d. Cacing

9. Tono study at school. What the meaning of underline word?

- a. Rumah c. Mesjid  
☒ b. Hotel d. Sekolah

10. My mother working in the office. What the meaning of underline word?

- a. Museum c. Bank  
☒ b. Kantor d. Rumah sakit

11.



What is the meaning of "Park"?

- a. Kolam ☒ b. Village  
c. Taman d. Pasar

12. Joni buys some vegetables in the market. What is the meaning of underline word?

- ☒ a. Pasar c. Taman  
b. Bank d. Bioskop

13. What do we can call "Kantor Polisi" in English?

- a. University c. Market  
b. Hospital ☒ d. Police office

14.



What is it?

- a. Museum c. Rumah  
b. Park ☒ d. Mesjid

15.



Hospital means?

- ☒ a. Puskesmas ☒ b. Rumah sakit  
c. Taman

16.



What is it?

- a. Shop c. University  
☒ b. Restaurant d. Home

17. My mother buy new cupboard. What the meaning of the underline word?

- a. Kotak c. Buffet  
☒ b. Lemari d. Kursi

18.



What is this?

- ☒ a. Map c. Poster  
b. Book d. Picture

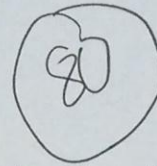
13:22

8:3



NAMA = FIKRIADI

KELAS = VII-1



In this section, you will be given 25 multiple choices. Choose the correct answer by crossing a, b, c, or d

1. I buy new eraser. What the meaning of the underline word?

- a. Pensil
- ☒ b. Penghapus
- c. Pulpen
- d. Penggaris

2. What is the meaning "lampu" in English?

- a. Dinding
- ☒ c. Lampu
- b. Buku
- d. Sepatu

3.



Nina menulis di whiteboard. What is the meaning of the underline word?

- a. Buku
- b. Penggaris
- c. Dinding
- ☒ d. Papan tulis

~~4.~~



This is ruler. The underline word means?

- ☒ a. Pulpen
- b. Penggaris
- c. Buku
- d. Pensil

5.



What is it in English?

- a. Ruler
- b. Clothes
- ☒ c. Hat
- d. Tie

6.

Cumi-cumi adalah hewan yang memiliki tinta beracun. What the meaning of the underline word?

- a. Crab
- b. Shark
- c. Fish
- ☒ d. Squid

7.



Lion adalah salah satu hewan buas. What the meaning of the underline word?

- ☒ a. Singa
- b. Beruang
- c. Kuda
- d. Jerapah

~~8.~~

There is snake, snake means?

- ☒ a. Ulat bulu
- b. Kelabang
- c. Ular
- d. Cacing

9.

Tono study at school. What the meaning of underline word?

- a. Rumah
- b. Hotel
- c. Mesjid
- ☒ d. Sekolah

10.

My mother working in the office. What the meaning of underline word ?

B: 20  
S: 5

## APPENDIX XIII

### Documentation

Pre-Test in Experimental Class



Pre-Test in Control Class



## Treatment in Experimental Class







Post-Test in Experimental Class



Post-Test in Control Class



## APPENDIX XIV

### 1. PRE-TEST CONTROL

#### a. DATA

24, 56, 62, 54, 50, 58, 50, 54, 56, 48, 58, 55, 64, 64, 58, 52, 54, 54, 62,  
48

#### b. High : 64

#### c. Low: 24

#### d. Range: high score – low score

$$= 64 - 24$$

$$= 40$$

#### e. Total class interval

$$= 1 + 3,3 \log (n)$$

$$= 1 + 3,3 \log (20)$$

$$= 1 + 3,3 * 1,3010$$

$$= 5,2934$$

$$= 5$$

#### f. Length of class interval

$$= \frac{\text{range}}{\text{total class interval}}$$

$$= \frac{40}{5}$$

$$= 8$$

## 2.POST-TEST CONTROL

a. DATA

60, 64, 64, 70, 70, 68, 70, 60, 64, 50, 64, 72, 80, 70, 78, 60, 64, 80, 60,  
64

b. High : 80

c. Low: 60

d. Range: high score – low score

$$= 80 - 28$$

$$= 52$$

e. Total class interval

$$= 1 + 3,3 \log (n)$$

$$= 1 + 3,3 \log (20)$$

$$= 1 + 3,3 * 1,3010$$

$$= 5,2934$$

$$= 5$$

f. Length of class interval

$$= \frac{range}{total\ class\ interval}$$

$$= \frac{52}{5}$$

$$= 10.4 = 11$$

### 3. PRE-TEST EXPERIMENT

a. DATA

60, 50, 54, 64, 60, 70, 50, 56, 48, 70, 40, 60, 58, 64, 40, 56, 52, 64, 40,  
48

b. High : 64

c. Low: 40

d. Range: high score – low score

$$= 64 - 40$$

$$= 24$$

e. Total class interval

$$= 1 + 3,3 \log (n)$$

$$= 1 + 3,3 \log (20)$$

$$= 1 + 3,3 * 1,3010$$

$$= 5,2934$$

$$= 5$$

f. Length of class interval

$$= \frac{range}{total\ class\ interval}$$

$$= \frac{24}{5}$$

$$= 4,8 = 5$$



#### 4. POST-TEST EXPERIMENT

g. DATA

52, 76, 82, 96, 70, 82, 70, 72, 56, 84, 60, 86, 92, 88, 86, 74, 76, 78, 60,  
60

h. High : 96

i. Low: 52

j. Range: high score – low score

$$= 96 - 56$$

$$= 40$$

k. Total class interval

$$= 1 + 3,3 \log (n)$$

$$= 1 + 3,3 \log (20)$$

$$= 1 + 3,3 * 1,3010$$

$$= 5,2934$$

$$= 5$$

l. Length of class interval

$$= \frac{range}{total\ class\ interval}$$

$$= \frac{36}{5}$$

$$= 8$$

**APPENDIX XV**  
**Data Description Manual**

| Descriptives    |                       |                                  |             |            |
|-----------------|-----------------------|----------------------------------|-------------|------------|
|                 | Class                 |                                  | Statistic   | Std. Error |
| Students Result | Eksperiment Pre-test  | Mean                             | 53,10       | 1,252      |
|                 |                       | 95% Confidence Interval for Mean | Lower Bound | 50,48      |
|                 |                       |                                  | Upper Bound | 55,72      |
|                 |                       | 5% Trimmed Mean                  | 53,22       |            |
|                 |                       | Median                           | 54,00       |            |
|                 |                       | Variance                         | 31,358      |            |
|                 |                       | Std. Deviation                   | 5,600       |            |
|                 |                       | Minimum                          | 40          |            |
|                 |                       | Maximum                          | 64          |            |
|                 |                       | Range                            | 24          |            |
|                 |                       | Interquartile Range              | 7           |            |
|                 |                       | Skewness                         | -,443       | ,512       |
|                 |                       | Kurtosis                         | ,674        | ,992       |
|                 | Eksperiment Post-test | Mean                             | 81,00       | 2,169      |
|                 |                       | 95% Confidence Interval for Mean | Lower Bound | 76,46      |
|                 |                       |                                  | Upper Bound | 85,54      |
|                 |                       | 5% Trimmed Mean                  | 81,33       |            |
|                 |                       | Median                           | 82,00       |            |
|                 |                       | Variance                         | 94,105      |            |
|                 |                       | Std. Deviation                   | 9,701       |            |
|                 |                       | Minimum                          | 60          |            |
|                 |                       | Maximum                          | 96          |            |
|                 |                       | Range                            | 36          |            |
|                 |                       | Interquartile Range              | 16          |            |
|                 |                       | Skewness                         | -,275       | ,512       |
|                 |                       | Kurtosis                         | -,394       | ,992       |
|                 | Control Pre-test      | Mean                             | 47,00       | 2,355      |
|                 |                       | 95% Confidence Interval for Mean | Lower Bound | 42,07      |

|  |                   |                                  |             |         |       |
|--|-------------------|----------------------------------|-------------|---------|-------|
|  |                   |                                  | Upper Bound | 51,93   |       |
|  |                   | 5% Trimmed Mean                  |             | 47,33   |       |
|  |                   | Median                           |             | 48,00   |       |
|  |                   | Variance                         |             | 110,947 |       |
|  |                   | Std. Deviation                   |             | 10,533  |       |
|  |                   | Minimum                          |             | 24      |       |
|  |                   | Maximum                          |             | 64      |       |
|  |                   | Range                            |             | 40      |       |
|  |                   | Interquartile Range              |             | 16      |       |
|  |                   | Skewness                         |             | -,486   | ,512  |
|  |                   | Kurtosis                         |             | -,054   | ,992  |
|  | Control Post-test | Mean                             |             | 58,80   | 2,903 |
|  |                   | 95% Confidence Interval for Mean | Lower Bound | 52,72   |       |
|  |                   |                                  | Upper Bound | 64,88   |       |
|  |                   | 5% Trimmed Mean                  |             | 59,33   |       |
|  |                   | Median                           |             | 60,00   |       |
|  |                   | Variance                         |             | 168,589 |       |
|  |                   | Std. Deviation                   |             | 12,984  |       |
|  |                   | Minimum                          |             | 28      |       |
|  |                   | Maximum                          |             | 80      |       |
|  |                   | Range                            |             | 52      |       |
|  |                   | Interquartile Range              |             | 21      |       |
|  |                   | Skewness                         |             | -,573   | ,512  |
|  |                   | Kurtosis                         |             | ,141    | ,992  |











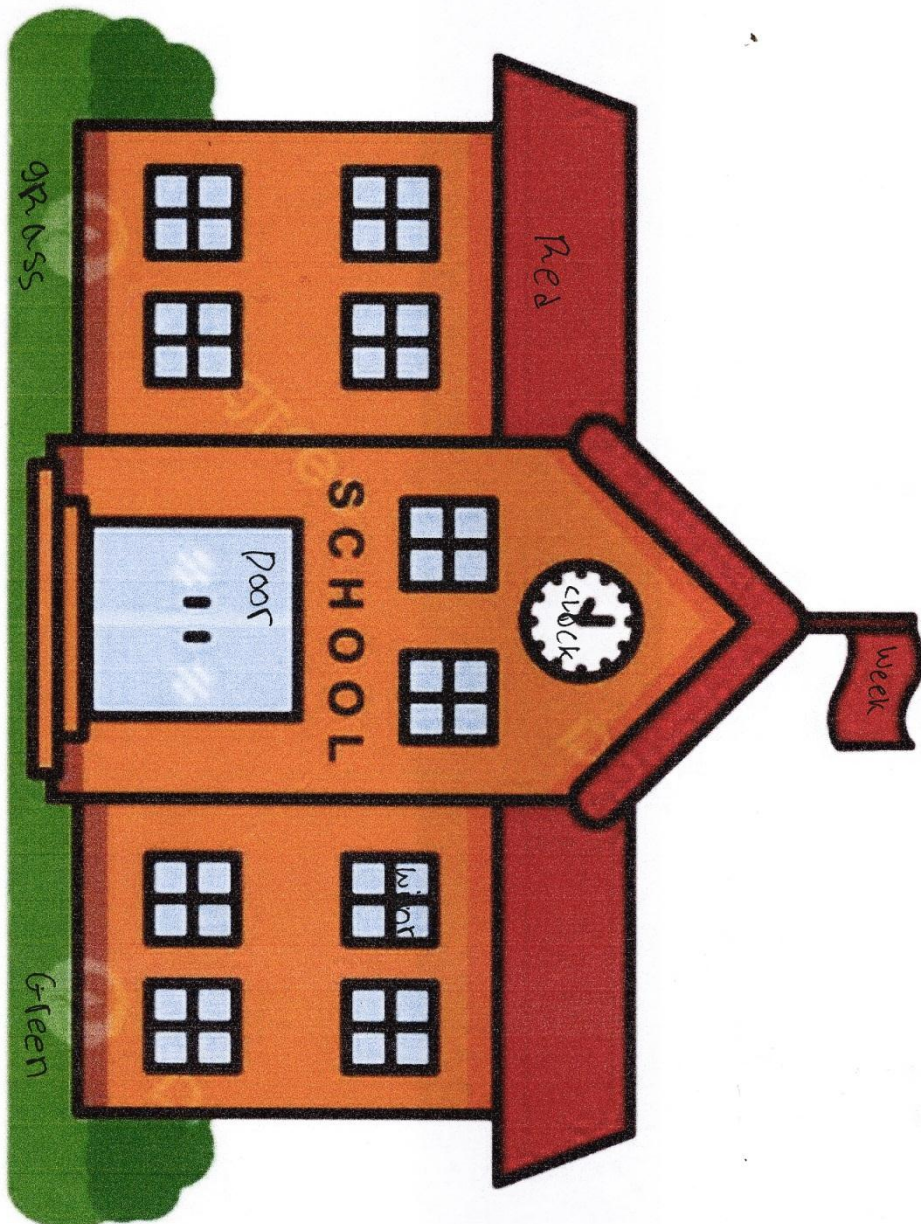




Butterfly  
Butterfly

KUPU - KUPU









**PEMERINTAH KOTA PADANGSIDIMPUAN  
DINAS PENDIDIKAN  
SMP NEGERI 8 PADANGSIDIMPUAN**

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JL. TENGKU RIZAL NURDIN KM. 8 PIJORKOLING

**SURAT KETERANGAN PENELITIAN**

Nomor : 421/ **97** /SMP.N8/PSP/2024

Yang bertanda tangan dibawah ini :

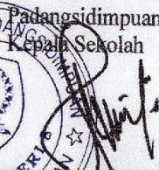
Nama : **ARMILA SARI LUBIS, S. Pd.I**  
NIP : 19810519 200904 2 003  
Pangkat/Gol : Pembina Tk. / IV.a  
Jabatan : Kepala Sekolah  
Unit Kerja : SMP Negeri 8 Padangsidempuan

Menerangkan dengan sebenarnya bahwa :

Nama : **TIO MORINA HARAHAHAP**  
N I M : 2020300014  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Program Studi : Tadris Bahasa Inggris  
Universitas Islam Negeri Syekh Ali Hasan Addary  
Padangsidempuan

Benar telah mengadakan penelitian untuk penulisan Karya Tulis Ilmiah dengan judul "The Effect Of Show and Tell Method Toward Vocabulary Mastery at Grade VII Students Of SMPN 8 Padangsidempuan".

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana perlunya.

Padangsidempuan, 14 September 2024  
Kepala Sekolah  
  
**ARMILA SARI LUBIS, S. Pd.I**  
NIP. 19810519 200904 2 003

