

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Background**

English is an international language. It makes English is taught in Indonesian schools as a foreign language. The people use it either as the first foreign or second language. English is used by many people in many countries. English is used to avoid misunderstandings between many people from different countries because they have different languages. Besides that, people always communicate as social humans to out their feelings, expressions, and what they think by the sound and words that usually call language.

Language is way that people use to interact and communicate. Although people can use gesture, using language is considerably more effective in communication. However, it is still difficult for the people to communicate when they have different language. Therefore, people need to have a universal language as a connector or facilitator and English is regarded for it. Today, many people in the world are connected by using English. English has been taught as a foreign language and it becomes one of the essential lessons that are thought at schools or educational institutions in Indonesia. It has been thought in elementary schools, junior high schools, senior high schools, and vocational high schools.

The teaching and learning of English are aimed at the mastery of language components (spelling, pronunciation and structure) and language skills (listening, speaking, reading and writing). The English teaching emphasize the four-language skill taught while the language components are taught to support the language skills.

Vocabulary is a set of familiar words within a person language. A vocabulary usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language. Vocabulary is very much needed by students so that they can speak English well and can broaden students' horizons because if there is also less understanding in speaking and vice versa if a lot of vocabulary is memorized and obtained, it will be better. Fast and young too to learn and speak in English, therefore the main thing that students need to do is to increase memorizing vocabulary from low to high level. According

Webster (2014:4) states that vocabulary is a list of words and sometimes phrase usually arranged in alphabetical order define a dictionary glossary and lexicon. Meanwhile according Redman (2014:4) say that absorptive vocabulary a language part which can only be organized and comprehended in the content of reading, listening material, and productive vocabulary as language part which the learner can recall and use appropriately in speech and writing.

Show and tell (sometimes called show and share or sharing time) is the practice of showing something to an audience and describing it to them, usually a toy or other children's-oriented item. In the United Kingdom, North America, New Zealand and Australia, it is a common classroom activity in early elementary school. The teacher's role in show and tell can vary. The teacher may suggest a theme for the objects, such as particular vocabulary words. During the presentation of the object, some teachers do minimal guidance, while other teachers take a more active role in preparing students for the activity, helping students give a successful share, and in Building questions and comments from other students.

At the time of observation, the researcher spoke to the teacher of English subjects about learning English for students and the teacher said that student's at the school still had difficulties in learning English because of the lack of vocabulary that students knew. Therefore, this research used examines show and tell method in Teaching of students which are more basic to improve students' vocabulary ability in English.

Based on the explanations above, the researcher conducted the research entitled "The Use of Show and Tell Method in Teaching Vocabulary at the Seventh Grade Students at SMP Negeri 1 Masamba".

## **1.2 Problem Statement**

The major problem of this research is formulated in the following question "is the use of show and tell method can improve students' vocabulary at the Seventh Grade Students of SMP Negeri 1 Masamba or not"?

### **1.3 Objective of the researcher**

Based on the research problem above, the aim of this research is to use show and tell to increase the vocabulary of noun at the Seventh Grade Students of SMP 1 Masamba.

### **1.4 Significance of the Research**

The results of the research are expected to be useful for interested people from different points of view as follows:

1. For the teachers, the findings of the research are expected to give information about using reciprocal teaching in learning vocabulary.
2. For the students, the findings of the research are expected to motivate interest and increase the students in learning vocabulary.
3. For other researchers, the findings of the research are expected to provide references them to conduct further research to improve the quality of learning vocabulary.

### **1.5 Scope of the Research**

In language there are four skill components, namely writing, listening, reading and speaking. Researchers only focused on increasing students' vocabulary, especially in teaching noun vocabulary using the show and tell method at Seventh Grade Students of SMP Negeri 1 Masamba.

### **1.6 Operational Definitions**

To get the general understanding about the title of the research, the researcher gives the definition of some important terms related to the title:

1. Show and tell (sometimes called show and share or sharing time) is the practice of showing something to an audience and describing it to them, usually a toy or other children's-oriented item
2. Vocabulary is all components of words that have been arranged sequentially with their meaning used by someone in learning the language
3. Method is way or procedure taken to achieve certain goal

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURES**

#### **2.1 Some Pertinent Ideas**

##### **1. Vocabulary**

###### **a. Definitions of vocabulary**

Vocabulary is one of the four language components to uses in four skills they are listening, speaking, reading, and writing. Vocabulary is the most important component of language that cannot be separated from each other in the language learning process. Vocabulary is the important part in English learning, if someone wants to learn the language and they do have enough vocabulary to be more difficult to learn a language without knowing vocabulary, so to learn English would be more effective if they know the vocabulary.

Richards and Renandya (2011:255) said that, vocabulary is a core component of language proficiency and provides much of the basic for how well learners speak, listen, read, and write without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use language learning. Research on vocabulary in recent years has done a great deal to clarify the levels of vocabulary learning, learners need to achieve in order to read both simplified material and to process different kind of oral and written texts, as well as the kinds of strategies learners use in understanding, using remembering words. Meanwhile according Kasim(2014:4) defines that vocabulary is list of words that having meaning when heard and seen eventhought not produce by the individual himself to communicate with others and the words are considered crucial for minimal use a language.

Thornbury (2002:13) says that vocabulary learning is very important “without grammar very title can be conveyed, without vocabulary nothing can be conveyed”. Thus, vocabularies are the flesh of a language while grammar is the skeleton. In order to be able to use the language productively, students must know certain amount of vocabularies, not only for communicating orally, but also written. According to Neuman& Dwyer (2009:385) vocabulary can be defined as words we

must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary).

Based on the explanation above, can be concluded that vocabulary is very important for students in learning the language of writing, reading, listening, and speaking apart from that, by mastering a lot of vocabulary students can communicate both verbally and in writing. Vocabulary is one of the most important aspects of language. The addition of a persons' vocabulary is an important part of the learning process in a language.

#### b. The importance of Vocabulary

Vocabulary learning is the most important aspect of learning a foreign language. Students will improve much if they learn more words and expressions. They will easily learn the English language if they have enough vocabulary. The learners must develop their vocabulary, so they can speak or understand the language, they can write or make some sentences, and they can express their ideas to communicate with others. Without vocabulary, the learners will be difficult to master the English language, or they cannot communicate well.

Harmer (2002:13) claims that without vocabulary, nothing can be transferred. But without grammar very little can be transferred. It means that even the learners don't have good grammar, but the learners may be able to speak and understand the language if they have a lot of vocabulary.

Based on the explanation above, the researcher concludes that vocabulary is very important to make the students' mastering in vocabulary because we can understand the text, and also, we can communicate with others.

#### 1) Kinds of vocabulary

Thornbury (2002:2-12) states that vocabulary will be divided into:

##### a. Word classes

Word classes are well known as part of speech in grammatical English. They include:

- |               |                                   |
|---------------|-----------------------------------|
| 1) Nouns      | : Teacher, Jakarta                |
| 2) Pronouns   | : He, They, us                    |
| 3) Verbs      | : do, studying, learned, to write |
| 4) Adjectives | : old, young, tall, new           |

- 5) Adverbs : there, continuously, always, yesterday
- 6) Preposition : on, for, in
- 7) Conjunction : but, and
- 8) Article : an, a, the

b. Word Families

A word family comprises the base word plus its inflexions and its most common derivatives.

- 1) Inflexion : plays, playing, played
- 2) Derivatives : player, replay, playful

c. Word Formation

- 1) Compounding : second-hand, word processor, typewriter
- 2) Blend : information + entertainment = infotainment
- 3) Conversion : she upped and left (preposition to verb)
- 4) Clipping : email = electronic mail. Flu (influenza)

d. Multi-words units

Most well-known multi-words units are in the form of phrasal verbs or idiom.

- 1) Phrasal verbs : look for, look after
- 2) Idioms : famous last word, eat your words

c. Collocations

This one kind of vocabulary can be interpreted as the frequency of two or more words together. Example: this week, once more, once again, as well.

d. Homonyms

Homonyms are words that have the same shape but different in meaning.

Example:

- 1) well=baik, sehat
- 2) Left=kiri, berangkat
- 3) Different types such as homophones; including this one species.

Based on the above explanation, we can conclude that vocabulary consists of several types where researchers have attempted to state the type of vocabulary with the same intent. Where in each type is divided into several different meanings. We can see this in the opinion of experts, according to Fitriani

there are two types of vocabulary, namely active and passive. Whereas Thornbury classifies into five: word classes, word families, word formation, multi-word units and collocation.

## 2) Noun

### a. Definition of noun

According to Sri Damayanti (2014:1) said that, noun is a word that works to name. This type of word can be used for the name of people, animals, plans, days, places, ideas, name of objects or things that are defeated and others. Edy (2017) states that a noun is a word used to name indentify any af a class of things, people, place, or ideas.

Based on the explanation above, can be concluded that noun are used to name people, animals, plants, days, and abstract concepts. In a sentence noun can be used as the subject of the sentences, the object of the verb, and also the object of the preposition. So this noun is very important to be taught in vocabulary learning because noun has a very broad range for learning English.

### b. Kinds of noun

After knowing the noun typing, it is also necessary to know that the noun covers various types. In Fundamental English book (2014: 1) there are several types of nouns:

#### 1) According to its form

- a. Concrete noun is a noun that indicates any real object, so that it can be felt by the five human senses. This Concrete Noun includes:
  - b. Proper noun is a noun that indicates the name of a person, country, city, day, month, school, company and other place names. Proper nouns are always capitalized at the beginning of the word and not preceded by an article (a, an, the) Example: Anti, Indonesia, Palopo, Cokroaminoto University, Monday, Danone.
- c. Common noun is a noun that indicates an object that is general in nature and we often encounter in everyday life. Example : book, teacher, river, table and other.

- d. Collective noun is a noun that indicates a group or group of certain objects that are one entity or have multiple meanings. Collective nouns can be humans, animals or inanimate objects. Example : a posse o policemen, a band of musicians,a flock of birds, a pack of cards.
- e. Material noun is a noun denoting raw objects or nouns derived from mining and other raw materials. Example : gold, water, iron, silver, oil and wood.
- f. Abstract noun is a noun that cannot be seen, touched and felt by the five senses. This type of noun always has a single meaning. Example: love, knowledge, friendship, happiness, honesty, and brotherhood

#### 2) According to the calculation

- a. Countable nouns are nouns whose numbers can be counted. Example : book, pen, table, car, teacher, student.
- b. Uncountable noun is a noun that shows objects whose numbers cannot be counted with numbers. Example : coffee, iron, milk, money, oil, rice, and ink

#### 3) According to the amount:

- a. Singular noun is a noun which indicates that the object is single and not more than one. Example : house, teacher, car, chair.
- b. Plural noun is a noun which indicates that the noun is plural or more than one. Plural nouns can generally be formed by adding s or ice to the singular shape. Example : a book = two books, a city = five cities.

#### 4) According to gender

- a. Masculine gender is a noun that indicates the name of an object that is male. Example : father, son, gentleman, uncle, cock.
- b. Feminine gender is a noun that indicates the name of the object that is female. Example : mother, sister, step-daughter, niece, widow.
- c. Common gender is a noun that indicates the name of an object that is of general gender, meaning that it can be male or female Example: friend, student, teacher, child, pupil, animal.

- d. Neutral gender is a noun that refers to objects that do not have a gender. As for what is included in this noun are: material noun, abstract noun, and collective. Example : sea, river, gold, table, happiness, honesty, school.

Based on the explanation above, it can be concluded that the types of nouns consist of 4 parts which include: the form (concrete and abstract), the count (countable and uncountable), the number (singular and plural), and the sex (masculine gender, feminine gender, common gender and neutral gender).

## **1. Verb**

### **a. Definition of verb**

Verb is a word that indicates an action, event, situation, or attitude such as cook, read, write, happen, exist, or agree, blame. Verb always shows the deeds done by the subject in sentences. According to the Merriem-Webster dictionary, a verb is a word that indicates an action, behavior, or event experienced by the subject. In the arrangement of the part of speech, the verb is usually located right behind the noun/pronoun that is the subject. According to Kushartanti, (2005: 151). Word is the smallest free, or in other words every independent unit is a word.

From the opinion above it can be said that what is meant by word is independent unit, or form the smallest, able to stand alone, and already has meaning. Words are of two kinds of units, namely unit phonological and grammatical units. As a phonological unit, a word consists of one or several syllables, and the syllable consists of one or more phonemes. As unit grammatical, words consist of one or more morphemes.

### **b. Kinds of verb**

#### **1. Finite verb**

Finite verb is the main verb in sentences. Therefore, this verb has a subject and is able to become the main verb in a main clause. Finite verb is also able to indicate when an action occurred in a sentence whether it happened in the past, present, or happened in the future. In other words, this verb can change its form by tense.

#### **2. Nonfinite verb**

Unlike finite verb, non-finite verb is not the main verb. Non-finite verb requires other verbs in a sentence. In addition, non-finite verb is also not affected by tenses, so the form of the verb.

### 3. Transitive verb

A transitive verb is a verb that is followed by a direct object. Objects or living things such as humans, animals or plants. The characteristics of transitive verbs are that they can be changed into passive sentences.

## 2. Method

### a. Definition of Show and Tell

Show and Tell is a method of showing and explaining to students and also tells something with media help with this method aim to help improve communication skills in students. Show and Tell method are well used in helping students to express students' abilities, feelings, and desires to tell what they want to express. When the child tells the teachers their class can draw conclusions from what they will tell and what they will respond (Amir2015). Mean while, according to Musfiroh (2011) show and tell is an activity carried out by showing an object to other people. The objects shown can be real objects or fake objects. Ningsih (2014) also said that Show and Tell is a learning activity in which a person shows objects and expresses opinions, expressing feelings, desires and experiences related to these objects. Meanwhile, Hoerr (2007) argues that Show and Tell is defined as revealing the results of the work or project that has been made.

Based on some of the opinions above, playing show and tell is a play activity carried out by showing an object to the opponent then explaining or describing the object to express opinions, express feelings, desires, and experiences.

### b. Procedure of Show and Tell Method

Learning English as a second language takes much guided practice. One strategy to engage students in practicing effective communication skills is to structure a targeted Show and Tell experience. Teaching students how to engage in dialogue through questioning and making connections, and providing students with specific, but open-ended topic suggestions can turn a traditional Show and Tell experience into a language-rich opportunity for English language practice. Thornbury (2005) states that the procedure of Show and Tell Method that giving

presentations or talks in real life the experience of standing up in front of their mates and speaking for a sustained turn is excellent preparation for real-life speaking. Meanwhile, Shepley, 2010 tells the application in Show and Tell method can be described as follows: students bring an object to tell in the classroom. Then, the teacher asks them to describe. Teacher also gives some related questions and lets the students discuss about the object. After that, the students come forward to present the object that has been brought and analyzed. Tilaar (2013) states that Show and Tell method can be applied to show something like a new game equipment, birthday gift, food gift from relatives, tableware, or all the objects that are considered new or interesting items for children. According to Musfiroh (2011), there are several different types of Show and Tell that can be applied, which Show and Tell method with personal objects, food, and images and photos.

- a. Show and Tell method with personal objects Students can bring personal objects for use when doing Show and Tell method such as book, pen, ruler, wardrobe, backpack, shoes, and so on.
- b. Show and Tell method with food Food is the thing they need and have a strong range to develop responsibility and independence. When the students show and tell other friends about it, they can talk about the taste, the main ingredient for making food, colors, and so on.
- c. Show and Tell method with images and photos Images and photos are relatively effective to stimulate the ability of manners, responsibility, and independence. For children, the ability to be well received through media stories helped with pictures or photographs.

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

#### **c. Benefit of the Show and Tell.**

The benefit of the show and tell method according to Ningsih (2014) they are:

- 1) So that students can understand the social problems that exist in themselves well, which will be easier for them to understand the theoretical concepts taught by teachers to students.
- 2) Instill a democratic attitude towards students using a participatory approach in a learning process.
- 3) Opportunities for teachers and students to carry out a reflection of pedagogical implications in overcoming social problems.
- 4) In improving the learning process, the teacher courage to students to overcome the social problems that exist in each student.

## 2.2 Previous studies

1. Indrawati. 2015. Conducted a research with the title “Increasing students’ vocabulary of seventh grade at SMPN 1 Galang through word wall media”. She found that, there was significance difference between the result of pretest and posttest, where the mean score of posttest was 75.727. It was higher than the mean score of pretest that was 61.545. It also could be seen from the t-test, the result was  $2.080 < 6.172$ . The researcher could draw a conclusion that the students’ vocabulary of seventh grade at SMPN 1 Galang in academic year 2015/2016 could be increase by using word wall media.
2. Nuzulina. 2011. in research “The influence of using word wall towards students’ vocabulary mastery at AL-Furgan Dumai”. From the data obtained, the use of the word wall influencing students’ vocabulary mastery. It can be seen from the vocabulary test scores of students increased from before to after treatment was given. Before the treatment was given, only 19.99% students pass the test vocabulary and 80.01% of students fail in the test vocabulary. Meanwhile, after being given treatment, there are 83.33% of students who succeed on test of vocabulary and 16.67% fail. Word wall to teach students to learn independently when used optimally.

Based on previous study above, the researcher has similarity with the two of previous studies that the topic of this research using word wall in teaching vocabulary but the different aim of the research. In the previous study above the researcher want to know the influence and the effect or word wall in teaching

vocabulary, but this research the researcher will compare between two research in previous study with this title “The effectiveness of using word wall to improve students’ vocabulary for seventh grade at SMP Negeri 2 Palopo”.

### 2.3 Conceptual Framework

The research focused on increasing students' vocabulary, especially in teaching noun vocabulary using the show and tell method at Seventh Grade Students of SMP Negeri 1 Masamba. The theoretical framework understanding the research was given the following diagram:

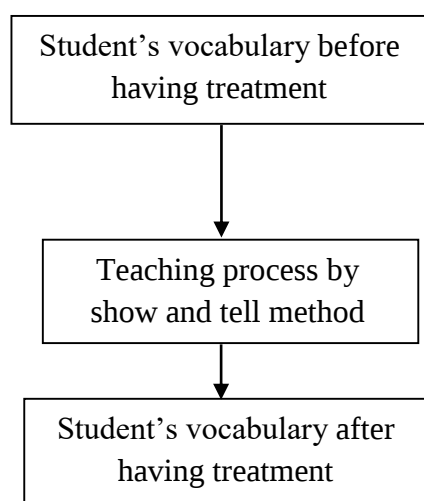


Diagram 1. Conceptual Framework

The researcher started by giving pre-test to students at SMP 1 Masamba to get the students’ score of their vocabulary before giving treatment. Then, the researcher taught the students by using the show and tell method for four meetings. The last, the researcher gave post-test to students to get the students’ score of their vocabulary after giving treatment.

### 3.4 Hypothesis

The Hypothesis In this research, are formulate as follows:

1. Hypothesis operational

- a) Null Hypothesis ( $H_0$ ): There is no significant difference in students' vocabulary mastery before and after teaching by using show and tell method at the Second Year Students at SMP Negeri 1 Masamba
- b) Alternative Hypothesis ( $H_1$ ): There is significant difference in students' vocabulary mastery before and after teaching by using show and tell method at the Second Year Students at SMP Negeri 1 Masamba

Hypothesis statistic:

- a) If  $p\text{-value} > \alpha (0.05)$  =  $H_0$  is accepted,  $H_1$  is rejected
- b) If  $p\text{-value} < \alpha (0.05)$  =  $H_0$  is rejected,  $H_1$  is accepted

Based on the hypothesis above, it can be concluded that if the  $p\text{-value} >$  significance level  $\alpha (0.05)$ , then the null hypothesis ( $H_0$ ) is accepted and the alternative hypothesis ( $H_1$ ) is rejected. It indicates that the Show and Tell Game is not effective in improving students' vocabulary. While, if the  $p\text{-value} <$  significance level  $\alpha (0.05)$ , then the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted. It indicates that the Show and Tell Game is effective in improving students' vocabulary.