

**THE USE OF SHOW AND TELL (S & T) STRATEGY IN
TEACHING VOCABULARY AT THE SECOND YEAR
SMPN 3 TELUK DALAM SIMEULUE**

Skripsi

*Submitted to the Faculty of Teacher Training and Education
Universitas Bina Bangsa Getsempena Banda Aceh in Partial Fulfillment of the
Requirement for the Degree of Education of English Department*

By

**WIWI ANDIKA
1911060046**



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF THEACER TRAINING AND EDUCATION
UNIVERSITAS BINA BANGSA GETSEMPENA
BANDA ACEH
2024**

PENGESAHAN TIM PENGUJI

**THE USE OF SHOW AND TELL (S & T) STRATEGY IN TEACHING
VOCABULARY AT THE SECOND YEAR SMPN 3 TELUK DALAM
SIMEULUE**

Skripsi ini telah disetujui untuk dipertahankan dihadapan
Tim Penguji Skripsi Program Studi Pendidikan Bahasa Inggris
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Bina Bangsa Getsempena

Banda Aceh, 12 Agustus 2024

Pembimbing I : Mulyani, M.Pd., M. TESOL
NIDN: 1307078301

Pembimbing II : Intan Kemala Sari, M.Pd
NIDN: 0127088602

Penguji I : Dr. Sariakin, M.Pd
NIDN: 001206813

Penguji II : Rizka Marlisa Aini, M.Pd
NIDN: 1313038901

Menyetujui,
Ketua Program Studi
Pendidikan Bahasa Inggris

Rizka Marlisa Aini, M.Pd
NIDN: 1313038901

Mengetahui,
Dekan Fakultas Keguruan dan Ilmu Pendidikan
Universitas Bina Bangsa Getsempena

Dr. Syarifuni, M.Pd
NIDN: 0128068203

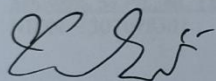
LEMBAR PERSETUJUAN

THE USE OF SHOW AND TELL (S & T) STRATEGY IN TEACHING
VOCABULARY AT THE SECOND YEAR SMPN 3 TELUK DALAM
SIMEULUE

Skripsi ini telah disetujui untuk dipertahankan dihadapan
Tim Penguji Skripsi Program Studi Pendidikan Bahasa Inggris
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Bina Bangsa Getsempena

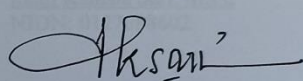
Banda Aceh, 12 Agustus 2024

Pembimbing I,



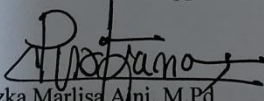
Mulyani, M.Pd., M. TESOL
NIDN: 1307078301

Pembimbing II,



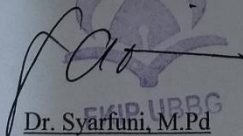
Intan Kemala Sari, M.Pd
NIDN: 0127088602

Menyetujui,
Ketua Program Studi
Pendidikan Bahasa Inggris



Rizka Marlisa Ani, M.Pd
NIDN: 1313038901

Mengetahui,
Dekan Fakultas Keguruan dan Ilmu Pendidikan
Universitas Bina Bangsa Getsempena



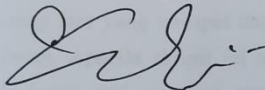
Dr. Syarifuni, M.Pd
NIDN: 0128068023

PENGESAHAN KELULUSAN

Skripsi dengan judul: The Use Of Show And Tell (S & T) Strategy In Teaching Vocabulary At The Second Year Smpn 3 Teluk Dalam Simeulue” telah dipertahankan dalam ujian skripsi oleh Wiwi Andika, 1911060046, Program Studi Pendidikan Bahasa Inggris Universitas Bina Bangsa Getsempena Banda Aceh pada , 12 Agustus 2024

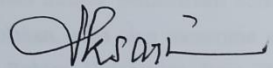
Menyetujui

Pembimbing I,



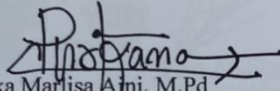
Mulyani, M.Pd., M. TESOL
NIDN: 1307078301

Pembimbing II,



Intan Kemala Sari, M.Pd
NIDN: 0127088602

Menyetujui,
Ketua Program Studi
Pendidikan Bahasa Inggris



Rizka Marlisa Ajni, M.Pd
NIDN: 1319038901

Mengetahui,
Dekan Fakultas Keguruan dan Ilmu Pendidikan
Universitas Bina Bangsa Getsempena



Dr. Syarifuni, M.Pd
NIDN: 0128068023

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan dibawah ini:

Nama : Wiwi Andika
NIM : 1911060046
Prodi : Pendidikan Bahasa Inggris

Menyatakan bahwa hasil penelitian atau skripsi ini benar-benar karya saya sendiri, bukan jiplakan dari karya orang lain, baik Sebagian maupun seluruhnya. Pendapat atau temuan orang lain yang terdapat dalam skripsi ini dikutip atau dirujuk berdasarkan kode etik ilmiah. Apabila skripsi ini terbukti plagiasi atau jiplakan, saya siap menerima sanksi akademis dari program studi, Dekan FKIP atau Rektor Universitas Bina Bangsa Getsempena.

Banda Aceh, 30 Oktober 2024

Yang membuat pernyataan,



Wiwi Andika
NIM: 1911060046

ABSTRACT

The English subject teacher at SMP Negeri 3 Teluk Dalam also admitted that some students lacked understanding of vocabulary-related material, such as grammar for reading and pronouncing written English properly and correctly. One of the problems often seen in English subjects for class VIII students at SMP Negeri 3 Teluk Dalam is the student's lack of ability to master the vocabulary. Also, most students don't know how to speak English well when carrying out conversations. Correct. This certainly needs to be paid attention to because if not, the vocabulary conveyed by the student will be misinterpreted by the person they are talking to. Based on the problem formulation above, the research aims to improve the vocabulary mastery skills of SMP Negeri 3 Teluk Dalam class VIII students using the Show And Tell (S & T) method. This research method uses a quantitative approach with an experimental research type. The sample was 12 class VIII students at SMP N 3 Teluk Dalam. Data collection uses tests and documentation. Based on the results of the research and discussion above, it can be concluded that implementing the use of the show and tell (S & T) strategy can improve the vocabulary skills of class VIII students at SMP N 3 Teluk Dalam with a value of $t_{count} > t_{table}$ or $3.83 > 171$. This shows that using the show and tell (S & T) strategy can improve the vocabulary skills of class VIII students at SMP N 3 Teluk Dalam. The increase in students' vocabulary skills is because students can learn more actively and skillfully using the show and tell (S&T) strategy.

Keywords: *Skills, Language, and Vocabulary.*

ABSTRACT

The English subject teacher at SMP Negeri 3 Teluk Dalam also admitted that some students lacked understanding of vocabulary-related material, such as grammar for reading and pronouncing written English properly and correctly. One of the problems that is often seen in English subjects for class VIII students at SMP Negeri 3 Teluk Dalam is the students lack of ability to master the vocabulary. Based on the formulation of the problem above, the research aims to improve the vocabulary mastery skills of class VIII students of SMP Negeri 3 Teluk Dalam using the Show And Tell (S&T) method. This research method uses a quantitative approach with an experimental research type. The sample was 12 class VIII students at SMP N 3 Teluk Dalam. Data collection uses tests and documentation. Based on the results of the research and discussion above, it can be concluded that implementing the use of the Show and Tell (S&T) strategy can improve the vocabulary skills of class VIII students at SMP N 3 Teluk Dalam. This shows that using the the Show and Tell (S&T) strategy can improve the vocabulary skills of class VIII students at SMP N 3 Teluk Dalam. The increase in students' vocabulary skills is because students can learn more actively and skillfully using the a Show and Tell (S&T) strategy.

Keywords: *Skills, Language, and Vocabulary.*

KATA PENGANTAR



Segala puji dan syukur penulis sampaikan kehadirat Allah SWT. Dan mengharapkan ridho dan Rahmat yang begitu melimpah di berikan ke seluruh umatnya sehingga penulis dapat menyelesaikan skripsi yang berjudul **“The Use Of Show And Tell (S & T) Strategy In Teaching Vocabulary At The Second Year Students Of Junior High School”**. Skripsi ini disusun sebagai salah satu persyaratan meraih gelar Sarjana Pendidikan dan Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan. Shalawat dan salam dihantarkan kepada junjungan Nabi Muhammad Saw. Mudah-mudahan kita semua mendapatkan safaat-Nya di Yaumil akhir nanti, Amin.

Penelitian ini diangkat sebagai upaya untuk merealisasikan kemampuan lempar lembing yaitu yang berpusat pada atlet binaan kabupaten pidie jaya. Keterlibatan atlet dalam proses mempelajari teknik, upaya meningkatkan kekuatan otot dalam menumbuhkan kembangkan keterampilan lempar lembing, dan memicu keaktifan atlet dalam proses latihan.

Penulis tentu banyak mengalami hambatan sehingga tidak terlepas dari bantuan dan bimbingan berbagai pihak dalam penyelesaian skripsi ini. Untuk kesempatan ini, penulis ingin menyampaikan terima kasih dan penghargaan yang setinggi-tingginya kepada:

1. Kedua Orang tua saya tercinta yaitu Ibunda Wirdayana dan Ayahanda Dalwin, A.Ma. Pd

2. Dr. Lili Kasmini, S.Si, M.Si. selaku rector Universitas Bina Bangsa Getsempena Banda Aceh yang telah memberikan kesempatan serta arahan selama pendidikan, penelitian dan penulisan skripsi
3. Dr. Syarfuni, M.Pd. selaku Dekan Fakultas Keguruan dan Ilmu Pendidikan yang telah memberikan kesempatan serta arahan selama pendidikan, penelitian, dan penulisan skripsi ini
4. Rizka Marlisa Aini, M.Pd. selaku Ketua program studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan yang telah memberikan kesempatan dan arahan dalam penulisan skripsi ini
5. Mulyani, M.Pd, M.Tesol. selaku pembimbing I yang sabar memberikan bimbingan dan arahan sejak permulaan sampai dengan selesainya skripsi ini
6. Intan Kemala Sari, M.Pd. Selaku pembimbing II di tengah-tengah kesibukannya telah memberikan bimbingan dalam penulisan skripsi ini mulai dari awal sampai akhir.
7. Bapak dan Ibu dosen Universitas Bina Bangsa Getsempena yang telah banyak memberikan bimbingan dan ilmu kepada penulis selama menempuh pendidikan
8. Teman-teman mahasiswa Program Studi Pendidikan Bahasa Fakultas Keguruan dan Ilmu Pendidikan angkatan 2019 sebagai teman berbagi rasa dalam suka, duka, dan segala bantuan serta kerja sama sejak mengikuti studi sampai penyelesaian skripsi ini dan semua pihak yang tidak dapat disebutkan namanya satu persatu.

Penulis menyadari akan segala keterbatasan dan kekurangan dari isi maupun tulisan skripsi ini. Oleh karena itu, kritik dan saran yang bersifat membangun dari semua pihak masih dapat diterima dengan senang hati. Semoga hasil penelitian ini dapat memberikan manfaat dan kontribusi bagi pengembangan pembelajaran fisika di masa depan.

Banda Aceh, 12 Agustus 2028

Wiwi Andika
NIM.1911060046

FOREWORD



The author conveys all praise and gratitude to the presence of Allah SWT. And hope for the blessing of those who have bestowed their grace so that the author can complete the thesis entitled "The Use Of Show And Tell (S & T) Strategy In Teaching Vocabulary At The Second Year Students Of Junior High School". This thesis was prepared as one of the requirements for obtaining a Bachelor of Education degree and the English Language Education Study Program, Faculty of Teacher Training and Education. Shalawat and greetings are sent to the Prophet Muhammad SAW. Hopefully we will all get His blessings in the final Yaumul, Amen.

This research was carried out as an effort to realize javelin throwing abilities, namely focusing on athletes trained by Pidie Jaya district. Involvement of athletes in the process of learning techniques, efforts to increase muscle strength in developing javelin throwing skills, and triggering athlete activity in the training process. The author certainly experienced many obstacles so he could not be separated from the help and guidance of various parties in completing this thesis. For this opportunity, the author would like to express his highest thanks and appreciation to:

1. My two beloved parents, namely Mother Wirdayana and Father Dalwin, A.Ma. Pd
2. Dr. Lili Kasmini, S.Si, M.Sc. as rector of Bina Bangsa Getsempena University Banda Aceh who has provided opportunities and guidance during education, research and thesis writing

3. Dr. Syarfuni, M.Pd. as Dean of the Faculty of Teacher Training and Education who has provided opportunities and guidance during education, research and writing this thesis
4. Rizka Marlisa Aini, M.Pd as Chair of the English Language Education study program, Faculty of Teacher Training and Education, who has provided the opportunity and direction in writing this thesis
5. Mulyani, M.Pd, M.Tesol. as supervisor I who patiently provided guidance and direction from the beginning until the completion of this thesis
6. Intan Kemala Sari, M.Pd. as supervisor II, in the midst of his busy schedule, has provided guidance in writing this thesis from start to finish.
7. Mr. and Mrs. lecturers at Bina Bangsa Getsempena University who have provided a lot of guidance and knowledge to the author during his education.
8. Fellow students of the Language Education Study Program, Faculty of Teacher Training and Education, class of 2019, as friends who share their joys, sorrows, and all assistance and cooperation from taking part in the study until the completion of this thesis and all parties who cannot be named one by one.

The author is aware of all limitations and shortcomings of the content and writing of this thesis. Therefore, constructive criticism and suggestions from all parties can still be welcomed. Hopefully the results of this research can provide benefits and contributions to the development of physics learning in the future.

Banda Aceh, 12 August 2024

Wiwi Andika

DAFTAR ISI

TITLE PAGE.....	i
PENGESAHAN TIM PENGUJI.....	ii
LEMBAR PERSETUJUAN	iii
PENGESAHAN KELULUSAN	iv
PERNYATAAN KEASLIAN SKRIPSI.....	v
ABSTRACT	vi
KATA PENGANTAR.....	viii
DAFTAR ISI.....	xiii
 CHAPTER I INTRODUCTION	 1
1.1 Background Of The Problem	1
1.2 Formulation Of The Problem	5
1.3 Objective of Study	5
1.4 Significance Of Study	5
1.4.1 Theoretical Benefits	5
1.4.2 Practical Benefits	5
1.5 Operational Definitions.....	6
1.5.1 show and tell (S & T) Strategy	6
1.5.2 Vocabulary	6
1.5.3 Learning Outcomes	7
 CHAPTER II LITERATURE REVIEW	 8
2.1 Learning And Teaching	8
2.2 Learning Outcomes	10
2.2.1 Definition of Learning Outcomes	10
2.2.2 Factors Affecting Learning Outcomes	14
2.3 Show And Tell (S&T) Strategy	18
2.3.1 Definition of Show And Tell	18
2.3.2 Benefits of The Show And Tell Strategy	19
2.3.3 Steps in The Show Ad Tell Strategy	20
2.3.4 Media Show And Tell Strategy	21
2.3.5 Strengths and Weaknesses of The Show And Tell Strategy	22
2.4 Vocabulary Mastery.....	24
2.4.1 Definition of Vocabulary	24
2.4.2 Measurement of Vocabulary	29
2.4.3 Factors That Influence Vocabulary Mastery	30
2.5 Vocabulary Mastery Ability of Class VIII Students	31
2.5.1 Definition of Vocabulary	31
2.5.2 Definition of Vocabulary Mastery	32
2.5.3 Forms of Vocabulary Mastery	33
2.5.4 Steps to Mastering Vocabulary.....	33
2.5.5 Indicators of Vocabulary Mastery Ability	34

2.6 Relevant Prior Research	34
2.7 Conceptual Framework	37
CHAPTER III RESEARCH STRATEGYS	38
3.1 Approach And Type of Research	38
3.2 Population of Study	39
3.3 Research Sample	39
3.4 Technique Off sampling.....	39
3.5 Data Collection Techniques	40
3.6 Research Instrument	40
3.6.1 Pre Test.....	41
3.6.2 Treatment	41
3.6.3 Post Test	42
3.7 Data Analysis Techniques	42
3.7.1 Normality Test	42
3.7.2 Homogeneity Test	43
3.7.3 Test t	44
CHAPTER IV RESEARCH RESULT AND DISCUSSION.....	45
4.1 Research Result	45
4.1.1 Pre Test	45
4.1.2 Post Test	46
4.2 Descriptive Analysis of Pre Test and Post Test Data	48
4.3 Normality Test.....	54
4.4 Homogeneity Of Variance Test	55
4.5 Analysis of T-Calculated Values	55
4.6 Discussion	57
CHAPTER V CLOSING	60
5.1 Conclusion	60
5.2 Suggestions	60
REFERENCES	61
APPENDICES	64

CHAPTER I INTRODUCTION

1.1 Background Of The Problem

Learning is a mental activity that takes place in active interaction with the environment, which results in changes in knowledge, experience, skills, and attitudes; in other words, learning is a change in behavior as a result of experience (Riyanto, 2017: 5). Learning from the opinion above states that it is a pattern of interaction to change attitudes, skills, and knowledge for the better. Meanwhile, Budiningsih (2018:20) states that learning is a behavior change resulting from the interaction between stimulus and response.

The expression above explains that learning forms changes experienced by students in terms of their ability to behave in new ways. This means that someone is considered to have learned something if they can change their behavior. Even Suprijono (2016: 5) states that by learning, a person will obtain results in the form of patterns of actions, values, understandings, attitudes, appreciation, and skills, which include cognitive, affective, and psychomotor abilities.

Achieving these learning outcomes is strongly influenced by certain internal factors such as physical, psychological, and student fatigue. Alternatively, even external factors such as family community factors and what is very important is the school factor, one of which is the teaching strategy applied by the teacher concerned (Slameto, 2017: 54). This means that learning outcomes will be good if the learning environment, learning patterns and the students themselves support them.

To achieve better learning objectives, a teacher must be good at choosing learning strategies and be competent in transferring knowledge to students. Strategy selection is essential in teaching and learning so that students do not feel bored and can increase student learning interest. This can be seen in the implementation of learning English specifically for vocabulary material in class VIII SMP Negeri 3 Teluk Dalam, Simeulue Regency.

This study raises the vocabulary aspect based on the results of initial observations where some class VIII students at SMP Negeri 3 Teluk Dalam still lack the ability to speak using good vocabulary. There are even students who are completely unable to speak English at VIII SMP Negeri 3 Teluk Dalam.

It is known that the Education Curriculum requires English to be one of the languages that must be learned because English is an international language. Mastering English vocabulary is a component that is no less important in learning English (Azizah, 2020). Therefore, the mistake of choosing and using the right learning strategy can cause many problems for students' ability to master English vocabulary itself.

The research finds exciting problems in the field that need further study. This problem is the low interest in learning for SMP Negeri 3 Teluk Dalam class VIII students in the even semester of the 2022/2023 school year. Likewise, according to the teacher's statement, some students still need to reach the KKM, as determined by the SMP Negeri 3 Teluk Dalam teacher.

This prompted the research to find a solution to the weaknesses and improve the next semester's teaching and learning system. The low interest and motivation to learn impact the learning outcomes of SMP Negeri 3 Teluk Dalam class VIII students, which is

caused by several factors. The most dominant factor is the teacher, who needs to be more skilled at applying various teaching strategies according to the material. Lack of ability to manage classes and limited school facilities and infrastructure that support learning. Another factor is a factor from within the students themselves. Some students are less interested in learning the subjects taught by the teacher in class VIII SMP Negeri 3 Teluk Dalam.

When examined further through preliminary observations, this lack of interest and student learning outcomes is caused by several factors. In general, the students interviewed by the authors said that students' understanding of the material needed to be stronger, and the learning system required to be more effective and efficient. This means that so far, the model used tends to be lecturing, and students are accustomed to writing or transferring the contents of their handbook to a diary, so many need more motivation to learn because it is very dull. This disrupts the process of teaching and learning activities in the class and, of course, has an impact on decreasing student learning outcomes. Meanwhile, the English subject teacher at SMP Negeri 3 Teluk Dalam also admitted that some students needed more understanding of vocabulary-related material, such as grammar, for reading and pronouncing written English properly and correctly.

One of the problems that are often seen in English subjects for class VIII students at SMP Negeri 3 Teluk Dalam is the student's lack of ability to master the vocabulary; not only that, most students also sound like they do not know how to speak English well when carrying out conversations. This certainly needs to be paid attention to because if not, the vocabulary conveyed by the student will be misinterpreted by the person they are talking to.

The researcher wants to use a new learning model, the Show And Tell (S & T) strategy, to attract students' attention. Hanah (2022:515) states that Show and Tell is the activity of showing or showing something to the audience and explaining or describing that something. The Show-and-Tell strategy is an activity of showing something followed by an activity of explaining. The opinion above states that the Show-and-Tell strategy shows something, such as a picture or object, and then explains it according to the circumstances.

The choice of the Show-and-Tell strategy is because the researcher sees that in the learning process, students can be active through speaking activities and have the freedom to convey what is on their minds. Students will be more motivated to appear and speak in front of other people, and students will no longer be passive in learning because the Show-and-Tell strategy applies a communicative approach, namely learning activities that are student-centered or student-centered. Seeing the various advantages of the Show-and-Tell strategy, the researcher believes that this learning strategy can improve the learning outcomes of class VIII students of SMP Negeri 3 Teluk Dalam, especially in vocabulary material.

Starting from previous studies and the problems in the field above, through mastering and implementing this new learning strategy, teachers are expected to create a conducive classroom atmosphere and encourage students to be active and responsive in carrying out the learning process. Based on the description above, achieving student learning success is greatly influenced by the learning strategies used. To answer this question, the author wants to research with the title **“The Use of Show And Tell (S & T)**

Strategy In Teaching Vocabulary At The Second Year Students of Junior High School."

1.2 Formulation of The Problem

Based on the description of the background of the problem above, the issue in this study is whether the use of the Show And Tell (S & T) strategy can improve the vocabulary mastery skills of class VIII students of SMP Negeri 3 Teluk Dalam.

1.3 Objectives of Study

Based on the problem formulation above, the research aims to improve the vocabulary mastery skills of SMP Negeri 3 Teluk Dalam class VIII students using the Show And Tell (S & T) strategy.

1.4 Significance of Study

Two benefits are expected from this research, namely theoretical and practical.

1.4.1 Theoretical Benefits

It is hoped that the results of this study can enrich the body of educational knowledge in general, and in particular regarding the study of the effect of using the Show And Tell (S & T) strategy on the learning outcomes of vocabulary material for class VIII students of SMP Negeri 3 Teluk Dalam. It can also be used as a reference material for further research.

1.4.2 Practical Benefits

- a. For teachers and prospective teachers, this research can provide input to teachers or prospective teachers to make use of learning strategies to improve the quality of the teaching and learning process and student learning outcomes,

as well as provide information to teachers and prospective teachers to put more emphasis on the activeness of students in the learning process.

- b. For students, the results of this study make it easier to understand, study, and accept the learning material that the teacher provides, and it stimulates patterns of interaction and trains student cooperation in solving problems encountered.

1.5 Operational Definitions

To avoid misunderstandings for readers in understanding this scientific work, it is necessary for the author to explain essential terms in this research thesis, namely:

1.5.1 Show And Tell (S & T) Strategy

The Show-and-Tell strategy is an activity that emphasizes simple communication skills. The Show-and-Tell strategy is a learning strategy in which children show objects and express opinions, feelings, desires, and experiences related to these objects. With the Show-and-Tell strategy, it is hoped that children's speech skills will be stimulated and their vocabulary development will increase (Laras, 2016: 953).

1.5.2 Vocabulary

According to Dewati (2020: 31) says that vocabulary is a language component that contains information about the meaning and use of words in the language, the richness of words owned by a speaker, writer, or a language, and lists of words arranged like a dictionary, but with brief explanations and practical.

1.5.3 Learning Outcomes

Learning outcomes are capabilities; people have skills, knowledge, attitudes, and values after learning. Dimiyati and Mudjiono (2016: 10) argue that learning is an

everyday event at school. Learning is complex, and the complexity of learning can be seen from two aspects: students and teachers.

CHAPTER II

LITERATURE REVIEW

2.1 Learning and Teaching

The meaning of learning is a process of changing one's personality, where the change is in the form of improving the quality of behavior, such as increasing knowledge, skills, thinking, understanding, attitudes, and various other abilities. Learning is processed and is a fundamental element at each level of education (Ahdar, 2019: 6). If you look at this definition, it means that learning is an activity to achieve intelligence or knowledge. Learning is also interpreted as an effort to gain or master knowledge through experience, remembering, mastering experience, and getting information or finding (Baharuddin, 2008: 13).

Sardiman (2016: 20) defines learning as an attempt to change behavior or appearance with activities such as reading, observing, listening, imitating, and so on. In line with that, learning is also a process in which an organization changes its behavior due to experience (Ratna, 2017: 2).

There are several definitions of learning. According to experts, Gagne (2002) suggests that learning is a change in disposition or ability that a person achieves through activity. The change in disposition is not obtained directly from a person's natural growth process, and Cronbach (2011) explains that learning is a change in behavior due to experience. According to Slameto (2016: 2), learning is a business process carried out by a person to obtain a new change in behavior due to his experience in interaction with his environment. In the entire educational process, learning is the most essential activity. This means that the success or

failure of the goals of achieving the educational process depends a lot on how learning is experienced by students as educational objects. Sudjana (2017: 5) argues that "learning is a process characterized by changes in a person." Changes resulting from the learning process can be shown in various forms, such as knowledge, understanding, attitudes and behavior, skills, prowess, habits, and other aspects in individuals who learn.

Based on the various definitions put forward by some experts above, the writer can conclude that learning is a process of changing performance that is not limited to skills but also includes functions, such as skills, perceptions, emotions, and thinking processes, to produce improvements. The performance or, in other words, someone can only be said to learn if he can do something using exercises so that the person concerned changes.

Learning is an effort to teach students to learn, and learning activities involve learning something effectively and efficiently (Muhaimin in Riyanto, 2018: 131). According to Wenger in Huda (2016: 2), learning is not an activity; it is done by someone when he is not doing other activities. Learning is also not something that someone stops doing. More than that, learning can occur anywhere and at different levels, individually, collectively, or socially. According to Hamalik (2016: 57), learning is a combination of human elements, materials, facilities, equipment, and procedures that influence each other to achieve learning objectives.

Based on the above opinion, learning is a path someone must take to understand something unknown. Effective learning is characterized by a learning

process within a person. A person is said to have experienced a learning process if there has been a change within him, from not knowing to knowing and from not understanding to understanding.

2.2 Learning Outcomes

2.2.1 Definition of Learning Outcomes

Learning outcomes are a sentence consisting of two words: achievement and learning. The researcher describes the two words' meaning to understand learning achievement. According to Slameto (2016: 3), learning achievement is a business process carried out by individuals to obtain a new change in behavior as a whole as a result of the individual's own experience in interaction with the environment.

Then, Gagne in Dimyati and Mudjiono (2017:10) argue that learning is complex. Learning outcomes are capabilities; people have skills, knowledge, attitudes, and values after learning. Dimyati and Mudjiono say that learning is an everyday event at school. Learning is complex, and the complexity of learning can be seen from two aspects: students and teachers. Meanwhile, Bloom in Suprijono (2016: 5) suggests that learning outcomes include cognitive, affective, and psychomotor abilities. Cognitive domains are knowledge (knowledge, memory), comprehension (understanding, explaining, summarizing, examples), application (applying), and analysis (describing and determining relationships). The affective domain is receiving (attitude of receiving), responding (giving a response), and organization (organization). The psychomotor domain includes productive,

technical, physical, social, managerial, and intellectual skills. According to Gagne in Suprijono (2016: 6), learning outcomes are in the form of:

- (1) Verbal information, namely the ability to express knowledge in the form of language, either orally or in writing.
- (2) Intellectual skills, namely the ability to present concepts and symbols.
- (3) Intellectual skills consist of categorizing, analyzing concepts, and developing scientific principles.
- (4) Cognitive Strategy is the ability to channel and direct one's mental activity. This ability includes the use of concepts and rules in solving problems.
- (5) Motor skills, namely the ability to carry out a series of physical movements in business and coordination, so that the automatism of bodily movements is realized.
- (6) Attitude is the ability to accept or reject an object based on an assessment of the object.

Based on some of the opinions above, learning is an activity carried out consciously and routinely so that individual changes will occur regarding knowledge, skills, attitudes, and behavior resulting from the training process and the individual's experience in interacting with his environment. From the several definitions of achievement and learning above, it can be concluded that learning achievement can be interpreted as fundamental skills that can be measured in the form of knowledge, attitudes, and skills as an active interaction between learning

subjects and learning objects during the teaching and learning process to achieve learning outcomes.

Assessment of learning outcomes is the entire measurement activity (collection of data and information, processing, interpretation) and considerations for making decisions about the level of learning outcomes achieved by students after carrying out learning activities to achieve the learning objectives that have been set (Hamalik, 2016, 159). So, the object of learning outcomes assessment is everything that is the target of learning outcomes assessment. The object of learning outcomes assessment can be interpreted as everything that becomes the central point of observation because the assessor wants information about that something (Arikunto, 2016. 12)

Knowing the object of assessing learning outcomes is essential to make it easier for teachers to develop their evaluation tools. The object of the assessment is divided into three domains: cognitive, affective, and psychomotor. These three goals must be evaluated as a whole, meaning that you should assess mastery of the material, the aspect of changing behavior, and the process of teaching and learning somewhat (Sudjana, 2017, 112).

(1) Cognitive realm

The cognitive domain is the realm that includes mental (brain) activity. According to Bloom's Taxonomy of cognitive domains, Anderson and Krathwohl (2016:66-88) have revised the concepts of remember, understand, apply, analyze, evaluate, and create. (create).

(2) Affective Realm

The affective domain is concerned with attitudes and values. Some experts say that a person's attitude can be predicted to change if someone already has a high level of cognitive mastery. Assessment of affective learning outcomes received less attention from the teacher. The teachers tend to assess more cognitive domains. Types of affective learning outcomes appear in students in various behaviors such as attention to lessons, discipline, learning motivation, respect for teachers and classmates, study habits, and social relations. Tests cannot detect affective conditions but can be obtained through systematic and continuous questionnaires, inventories, or observations. Systematic means that observations follow a particular procedure, while continuous means measurements and assessments that are carried out continuously. According to Purwanto (2018: 52), the affective domain is divided into five levels, including receiving or paying attention, responding, valuing/ appreciating, organizing, and characterizing.

(3) The Psychomotor Realm

The psychomotor domain is related to skills or the ability to act after a person receives a specific learning experience. Psychomotor domain learning outcomes are put forward by Sipmson, who states that psychomotor learning outcomes appear in the form of skills and the ability to act individually. These psychomotor learning outcomes continue cognitive learning outcomes (understanding something) and affective learning outcomes (Sudijono, 2017: 58). Psychomotor learning outcomes appear in skills (skills) and the ability to act individually. The type of psychomotor learning outcomes relates to the

skills or ability to act after he has received a particular learning experience. This learning outcome is an advanced stage of affective learning outcomes, which are only visible in tendencies to behave (Sudjana, 2016: 32).

Based on the information above, learning outcomes are changes in behavior, not just one aspect of human potential. The expected learning outcomes are not only focused on aspects of knowledge but also aspects of attitudes and skills.

2.2.2 Factors Affecting Learning Outcomes

Slameto (2016: 54-72) put forward the factors that influence learning at length.

2.2.2.1 Internal Factors

As for the internal factors, namely:

(1) Physical Factors

- a. Health: A person's learning process will be disrupted if a person's health is disturbed; besides that, he will also get tired quickly, lack enthusiasm, get dizzy easily, and become sleepy if his body is weak, anemia, or there is a disturbance in his sensory organs.
- b. Physical disabilities: These disabilities can be blind, half-blind, deaf, half-deaf, broken legs and broken hands, paralyzed, and others (Slameto, 2016: 54-75).

(2) Psychological Factors

- a. Intelligence: Intelligence has a significant influence on learning progress. In the same situation, students with a high level of intelligence will be more successful than those with low intelligence.
- b. Attention: To get good learning outcomes, students must pay attention to the material they are studying.
- c. Interest: Interest significantly influences student learning outcomes because if the lesson material being studied does not follow students' interests, students will not study as well as they can because there is no attraction for them.
- d. Talent: Talent is the ability to learn. This ability will only be realized in fundamental skills after learning or practicing.
- e. Motives: motives are closely related to the goals to be achieved. In determining the goal, one can realize it or not, but to achieve the goal, one needs to do something, while the motive for doing it is the motive itself, which is the driving force.
- f. Maturity: Children who are ready (mature) cannot carry out their skills before learning. Learning will be more successful if the child is prepared (mature). So, progress toward that skill depends on maturity and understanding.
- g. Readiness: Readiness is the willingness to respond or react. This willingness arises from within a person and is also related to maturity because maturity means readiness to carry out skills (Slameto, 2016: 55-59).

(3) Fatigue Factor

Fatigue in a person, although challenging to separate, can be divided into two types, namely physical and spiritual (psychological) fatigue. Physical fatigue is seen by the weakness of the body and the tendency to lie down. Physical fatigue occurs because of the substantial chaos of burning residues in the body. Meanwhile, spiritual fatigue can be seen in lethargy and boredom. So that the interest and drive to produce something is lost (Slameto, 2016: 59-60). From the description above, it can be understood that fatigue affects learning. For students to study well, they must avoid fatigue.

2.2.2.2 External Factors

The external factors that affect learning.

(1) Family Factors:

- a. How parents educate
- b. Relations between family members
- c. Home atmosphere
- d. Family economic situation
- e. Understanding parents
- f. Cultural background (Slameto. 2016: 60).

(2) School Factors:

- a. Teaching strategy
- b. Curriculum
- c. Teacher relations with students
- d. Student relations with students

- e. School discipline
- f. Study tool
- g. School time
- h. Lesson standard oversize
- i. Building condition
- j. Study strategy
- k. Homework (Slameto, 2016: 64).

(3) Community Factors

- a. Student activities in society
- b. Mass media
- c. Friends get along
- d. Forms of community life (Slameto, 2016: 72).

Based on these three external factors, it can be explained that these three factors are interrelated. This means that the school factor is the first place students get an education from their parents. Family factors also influence the child's character and intelligence. The primary school factors that must be met are learning facilities and infrastructure. In addition, professional teachers with their learning also greatly determine the success of student learning.

2.3 Show And Tell (S & T) Strategy

2.3.1 Definition of Show and Tell

According to Tilaar (2013: 103), show and tell are activities that prioritize simple communication skills. This activity aims to train children to speak in front of the class and familiarize them with sensitivity to simple everyday things. Meanwhile, Suyanto (2015: 145) states that the show-and-tell strategy reveals children's abilities, feelings, and desires. The teacher teacher can ask two or three children to tell what they want to say every day. When the child tells a story, the teacher can assess the child. The teacher can continue the topic the child is discussing as learning.

Musfiroh (2011: 5) defines show and tell as the activity of showing something to the audience and explaining or describing that something. Musfiroh (2011: 1) also explained that the show-and-tell strategy refers to three main areas, namely education, music, and theater. Among these three fields, the educational show-and-tell strategy is the most relied upon in Western countries. The show-and-tell strategy is utilized for three domains at once. The three domains are shown and tell, educative for speaking, show and tell, educative for record playing toys (show and tell for playing with toys), and show and tell for children's books (show and tell for Child).

Based on the description above, the meaning of show and tell Strategy is a learning strategy with children showing objects and expressing opinions, feelings, desires, and experiences related to these objects. Show and tell is a priority activity that requires simple communication skills. Show and Tell is one

way to learn growth-oriented public communication skills. This strategy has proven effective and widely used in the United States and Australia.

This strategy has yet to be available in Indonesia and is quite popular. If you look deeper, the show and Tell Strategy can improve thinking skills objectively and speak systematically. This little book can encourage the desires of the reading public, especially teachers, to implement the Show-and-Tell strategy in class. From him, It is hoped that children will have the opportunity to speak from the start and, at an early age, have the chance to learn public speaking.

2.3.2 Benefits of the Show and Tell Strategy

Describes the benefits of the Show-and-Tell strategy for developing several aspects. These benefits are that children learn to speak and listen, become listeners and introduce themselves, make investigations based on questions, make connections between children's responses to other children, anticipate and observe, practice critical conversation skills, practice telling stories, learn similarities and differences, and use vocabulary. Use descriptive language, say thank you, and increase self-confidence.

Related to the benefits stated by Laurie Patsalides regarding increasing self-confidence, this was also emphasized by Zingher (2011: 44), who noted that when children do Show and Tell, it will be a shining moment for children because their self-confidence increases. Dailey (2015: 223) reveals that show-and-tell activities can improve children's self-concept. This Strategy will also improve self-esteem, autonomy, social skills, and cognitive development.

Based on some of the benefits of the Show-and-Tell Strategy, one aspect can be developed: the social-emotional aspect with indicators of increasing self-confidence. This will be used as a guide in preparing learning steps using the Show-and-Tell strategy.

2.3.3 Steps in the Show and Tell Strategy

Ningsih (2014:37) explains the steps of the Show-and-Tell Strategy, which are as follows:

- (1) The teacher explains the activities that the child will carry out.
- (2) The teacher gives an example of how to do a classical Show and Tell.
- (3) Students are allowed to submit themselves without being appointed; if no child is willing, then by being called by the teacher.
- (4) Students do Show and Tell.
- (5) After the show and tell, a different teacher asks each student a question.
- (6) As a form of appreciation, the child is given a reward.

Meanwhile, according to Raisa (2018: 3), the syntax for applying the show-and-tell strategy is as follows:

- (1) Introducing the Show-and-Tell strategy and how it is implemented
- (2) Done with the teacher as a model
- (3) Provide opportunity/time for students to think
- (4) When students do a show and tell, the teacher will provide an observation sheet as a checklist.
- (5) Students are allowed to ask questions after carrying out the Show and Tell.

2.3.4 Media Show and Tell Strategy

Several types of Show-and-Tell media can be applied: Show-and-Tell with personal objects, food, pictures, and photos. Mufiroh (2015) All three types of play is explained as follows:

1. Show and tell with personal objects

Playing show and tell with personal objects is a play activity that involves showing and telling about personal objects owned. Before showing and telling the teacher, ask the child to bring an individual object to school. These personal items can be in the form of play equipment or favorite objects. Then, the game tools or objects are shown and told in front of the class.

2. Show and Tell with food.

Show and Tell can also be done using food; food is a basic need with a strong connection for everyone, especially children. This food can be used in shows and shows as a snack, drink, or fruit. With food, children can learn about the shape, taste, and things that they know about these foods.

3. Show and tell with photos or drawings.

Show and tell with photos or drawings reminds me of that experience the child has experienced in connection with an incident or places you have visited. Photo or drawing is the most frequently used media. Besides being easy to get, photos or images can also represent many things in visual shape.

2.3.5 Strengths and Weaknesses of the Show and Tell Strategy

There are several advantages and disadvantages of the Show-and-Tell strategy. Some of these advantages and disadvantages are as follows:

(1) Excess

Amode Taher in Musfiroh (2011: 6) mentions several advantages of the show-and-tell strategy, namely:

- a. The Strategy is straightforward, so it is easy to apply to students.
- b. Using concrete objects makes it easier for students to tell stories.
- c. Provide opportunities for all children to be actively involved because it emphasizes a participatory approach to the learning process.

Musfiroh (2011: 6) adds several advantages of the Show-and-Tell strategy, namely:

- a. Effective for developing the ability to speak in public (public speaking).
The ability to speak in public (public speaking) is one of the characteristics of self-confidence.
- b. Train children to solve problems (problem-solving); namely, when telling stories, children learn to arrange information related to the object shown.

The show-and-tell method has many advantages, which is one of the incentives for researchers to use techniques such as:

1. Show and Tell can develop speaking or oral language skills, which is very effective for introducing public speaking. Speaking pertains to asking

questions sincerely and using proper grammar (speaking in complete sentences and asking questions).

2. Show and tell can develop social skills, especially listening attentively and speaking.
3. Show and tell encourages children to do problem-solving. When speaking, the child must pay attention to every detail of an object demonstrated in front of the public. As a child, as a speaker, you must organize information relatively well because it fits the object shown.
4. Show and tell allows children to be hands-on with various objects that matter, so it is essential to practice elaboration skills and inventory.

Apart from that, hands-on activities are related to literacy material by associating beginning letters and sounds with natural objects (sounds with real objects). Apart from that, the advantages of the show and tell method for the development of speaking skills has advantages compared to other methods (habituation, modeling, and learning):

1. Encourage children's courage to speak.
2. Students will be more active in learning because their vocabulary increases.
3. When applying the method of show and tell, students should use simple and concrete media, making it easier to understand and convey meaning when speaking in front of a general.

Another advantage of applying the show and method is that this learning method is considered very simple and easy to apply to students. Therefore,

the application of this method is by using objects, be they photos, drawings, or objects, even food, and then all the students observe them and recount findings and objects so that all students are active in activities learning.

(2) Lack

In addition to the advantages of using the show-and-tell strategy, there are also disadvantages. These deficiencies, according to Prasasti (2012: 42-43), include:

- a. The Strategy must always be used under the teacher's supervision. This Strategy requires guidance if students need help telling the objects used.
- b. This Strategy cannot be used in sudden conditions because it is necessary to prepare objects and experiences to be told.
- c. In addition, the time provided for conducting shows and tells is limited. This is because the show and tell are carried out in turns so that all children can perform; there should be plenty of time allotted.

2.4 Vocabulary Mastery

2.4.1 Definition of Vocabulary

Chaer (2017:131) states that vocabulary is all the words found in English. Tarigan (2015:2) suggests that the quality of a person's language skills depends on the quantity and quality of their vocabulary. The richer our vocabulary, the greater the possibility that we will be skilled at language. The amount and quality of a student's vocabulary also determines his success in life.

Nurgiyantoro (2014:338) stated that vocabulary is the wealth of words that belong to (found in) a language. This follows the opinion of Djiwandono

(2011:126) that vocabulary is defined as a vocabulary of words in various forms, including loose words with or without affixes and words combining the same or different words, respectively. Each has its meaning.

This opinion is also supported by Gorys Keraf (2010: 80), who states that vocabulary consists of all the words in a person's memory, which will immediately cause a reaction when heard or read. Soedjito stated that vocabulary can be interpreted as follows: (1) all the words found in one language, (2) the wealth of words owned by a speaker or writer, (3) words used in a field of science, and (4) a list of words which is arranged like a dictionary with brief and practical explanations.

Based on this opinion, vocabulary is all words owned by a language, speaker, or writer. Words come in several forms, including loose words with or without affixes and words that are combinations of the same or different words, each with its meaning.

Mastery of vocabulary is essential for everyone who uses language. Mastery of vocabulary is also a tool for conveying ideas and mastery of some vocabulary words, and it can facilitate the flow of information needed through oral and written communication. For this reason, someone who can use written and spoken language has sufficient vocabulary mastery. If someone does not have a good command of the language, their communication will not run smoothly and perfectly.

Tarigan (2015:69) explains that vocabulary mastery includes synonyms, antonyms, and homonyms in vocabulary development.

1. Synonyms in Vocabulary Development

Keraf Gorys (2010:37) explains that synonymy is a term that can be defined as (1) the study of various words that have the same meaning or (2) a situation where two or more words have the same meaning. There is not just one type of synonymy; it can be classified into several parts. Keraf (2010:35) divides synonyms into four types, namely: 1) Total and complete synonyms, 2) Synonyms that are not total but complete, 3) Synonyms that are total but not complete, and 4) Synonyms that are not total and incomplete.

According to Chaer (2017: 297), he believes that synonyms or word similarities are semantic relationships that state a similarity in meaning between one unit of speech and another unit of speech. For example, correct has the same word as correct, handsome has the same word as attractive, and stupid has the same word as stupid.

Semantically, Chaer (2017:83) defines synonymy as an expression (word, phrase, or sentence) whose meaning is more or less the same as the meaning of another expression. The relationship between two synonymous words is two-way. So, if the word death is synonymous with the word death, then the word death is also synonymous with the word death. This word is used for things that are classified as living objects.

Semantically, Chaer (2017:83) defines synonymy as an expression (word, phrase, or sentence) whose meaning is more or less the same as the meaning of another expression. The relationship between two synonymous

words is two-way. So, if the word death is synonymous with the word death, then the word death is also synonymous with the word death. This word is used for things that are classified as living objects.

The definition above has little meaning but is the same. This means that two synonymous words have the same meaning, not one hundred percent the same, only more or less the same. Chaer (2017:151) explains that there are differences in meaning besides the similarity of words; in other words, two synonymous words have meanings that are not one hundred percent the same.

For example, the words big, grand, grand, and colossal are synonymous. You can say highways and big roads, but not big roads or colossal roads; we can say that it is an enormous film, but it cannot be a big or grand film; or you can declare a grand meeting but not a general meeting or colossal meeting.

Based on explanations from experts, it can be concluded that synonymy is the similarity of the meaning of two or more words; in this case, the words have the same meaning. However, its use must still be adjusted to the form of the sentence or the circumstances.

2. Antonyms in Vocabulary Development

Faisal (2019:5-24) explains that antonyms are words whose writing and speech are the same, but the meaning is opposite. Understanding the meaning above, it can be concluded that antonymy is a relationship between two words that have opposite meanings or the opposite.

3. Homonyms in Vocabulary Development

Keraf Gorys (2017:36) says that homonymy is two or more words with the same form—chair (2017:302). Homonymy is two words or units of speech that are similar in form. "coincidence" is the same; the meaning is different because each is a different word or form of speech. For example, between the words boyfriend, which means "Sinai," and the word boyfriend, which means "lover"; between the word bisa, which means "snake poison," and the phrase bisa, which means "able"; and between the word take care which means "manage," and the word take care of which means "to become thin." Same as synonymy and antonymy relations.

Homonymy between two units of speech also applies both ways. So if venom I mean "snake poison," venom II means "able," it means can I is a homonym with an II. Based on the explanation above, vocabulary mastery is emphasized by understanding vocabulary and using vocabulary that includes the relationship of some words with other words that are mastered, so you can make it easier to write an expository essay.

2.4.2 Measurement of Vocabulary Mastery

Measurement of Vocabulary Mastery According to Tarigan (2015:23), there are four ways to test vocabulary, namely:

1. Identification: The student responds verbally or in writing to identify a word according to its limitations or usage.
2. Multiple choice, the student chooses the correct meaning for the word being tested of three or four constraints,
3. Matching, tested words are presented in one lane, and the boundaries to be matched are presented sequentially carelessly in other lanes. This is another form of multiple choice exam.
4. Checking: The student checks the words to see what he knows or does not know. He was also required to write the limits of the phrase it checks.

Nurgiyantoro (2014:338) explains that the vocabulary test is intended to measure students' competence toward internal vocabulary in specific receptive and productive languages. This is appropriate with the opinion of Djiwandono (2011:126) that vocabulary tests are tests about mastering the meaning of vocabulary, which can be divided into mastery, which is passive-receptive, and mastery, which is active-productive.

Djiwandono (2011:129) explains the impact of a type of mastery between passive-receptive and active-productive mastery, making the details for each kind of different control. This difference needs to be understood by developing test items, especially those related to determining the form of test

used. Passive-receptive mastery is more appropriate for using objective types of tests. Meanwhile, active-productive mastery should be limited to forming subjective tests.

2.4.3 Factors that influence vocabulary mastery

Nurgiyantoro (2014: 338) suggests that various factors need to be considered in selecting vocabulary to be tested that is:

1. Level and type of school

The first factor to consider in selecting Vocabulary test material is the student's subject that will be tested what the subject is. These education levels include elementary, junior, high, and general or vocational high school. Difference level and type of school will require differences in the selection vocabulary tested. Differences in vocabulary tested are generally based on the textbooks used for each level and class (Nurgiyantoro, 2014: 339).

2. Vocabulary Difficulty Level

The choice of vocabulary to be tested should consider the difficulty level; it is not very easy, either too tricky or vocabulary test items that are too difficult (Nurgiyantoro, 2014, 339). According to the level of development of students' cognitive abilities, of course, the level of vocabulary difficulty is different for students at various school levels. Consideration: The ease and difficulty of a word are usually subjective. The concern that tries to base itself on specific criteria is determining Vocabulary difficulty level based on the frequency of use. Consideration is based on frequency, and even though it has weaknesses, one can consider whether the vocabulary tested is appropriate.

3. Passive and Active Vocabulary

Vocabulary selection should consider whether it is intended for active or passive mastery tests. Passive vocabulary is a vocabulary for mastering receptive vocabulary, which is only to be understood and not to be used. Vocabulary active is a vocabulary for productive mastery used to produce language in activities communication (Nurgiantoro, 2014, 340).

4. General, Special Vocabulary, and Phrases

General vocabulary is defined as vocabulary in a particular language area that does not have technical terms or vocabulary found explicitly in various scientific fields. Using unique vocabulary in the test will be detrimental to students who do not have a background in the relevant field. Vocabulary tests should also consider the presence of words' denotative and connotative meanings or expressions (Nurgiantoro, 2014: 341).

2.5 Vocabulary Mastery Ability of Class VIII Students

2.5.1 Definition of Vocabulary

A language cannot be separated from the presence of vocabulary. Vocabulary refers to the wealth of words in a particular language. In this regard, linguists put forward many definitions of vocabulary. Experts' opinions may differ, but they lead to the same Point. Keraf (2016: 24) argues that the vocabulary or vocabulary of a language is all the words a language has. Keraf's opinion confirms that vocabulary is all the words a language has.

According to Nurgiantoro (2015: 146), vocabulary is vocabulary or anything that is owned by a language. According to Kridalaksana (2011: 89),

vocabulary is the wealth of words owned by a reader or writer of a language.

Soedjito (2012: 12) expands the meaning of vocabulary as follows:

1. All the words contained in a language
2. The wealth of words owned by a speaker or writer
3. Words used in a field of knowledge
4. A list of words arranged like a dictionary accompanied by a brief and practical explanation.

From some of the definitions above, it can be concluded that vocabulary is one of the components of language, and there is no language without words. Words are signs or symbols to express ideas or ideas. These words are tools used to exchange ideas. The more words a person uses, the more ideas he masters so that he can communicate his ideas properly and effectively. Related to this, vocabulary is the most essential element students possess to achieve language skills.

2.5.2 Definition of Vocabulary Mastery

Vocabulary mastery is essential in achieving language mastery; the more vocabulary a person has, the more ideas a person masters. Yunisah (2017: 11) argues that vocabulary mastery is a measure of a person's understanding of the vocabulary of a language and his ability to use that vocabulary both orally and in writing. Vocabulary mastery is part of language mastery because if someone masters the language, that person masters the vocabulary. Burhan (2010: 213) states that vocabulary mastery is the ability to use words. Meanwhile, according to

Zumrotun (2015: 28), knowing vocabulary is recognizing language components containing information about the meaning and use of words.

Based on several opinions, vocabulary mastery is a person's ability to use the words they have both orally and in writing.

2.5.3 Forms of Vocabulary Mastery

Tarigan in Triami (2016: 27) says that vocabulary mastery, in general, can be grouped into the following categories:

- (1) Mastery of repressive vocabulary or decoding process, meaning the process of understanding what other people say. Repressive here is explained as mastery, which is passive, or understanding is only thinking.
- (2) Productive mastery is communicating ideas, thoughts, and feelings through linguistic forms or, in other words, understanding vocabulary through its application in a sentence context so that the meaning in the vocabulary becomes clear.
- (3) Mastery of writing is when a person can realize vocabulary mastery and apply it in a series of sentences; the next step is that the person can write it down.

2.5.4 Steps to Mastering Vocabulary

There are four steps to mastering vocabulary, according to Anggraini (2011: 26), namely:

- (1) Recognize, namely, the process of understanding or knowing about something another person says so that it is remembered.

- (2) Listening is a process of capturing, understanding, and remembering as well as possible what he heard or something that another person said to him.
- (3) Pronouncing, namely, a word or saying that is appropriately pronounced so that others can understand it.
- (4) Interpret or interpret, namely, one's understanding of a word.

Based on this expert opinion, there are various steps to master vocabulary for mentally disabled children. This follows the steps of introducing vocabulary and listening by capturing understanding, remembering, then pronouncing it well and interpreting it.

2.5.5 Indicators of Vocabulary Mastery Ability

According to Thornbury in Kurniasari (2014: 9) says that an indicator of achievement or assessment of vocabulary mastery is:

- (1) Pronunciation or pronunciation (pronunciation) is how to pronounce or pronounce a vocabulary in English directly related to speaking.
- (2) Spelling (spelling) is the ability to spell words correctly. Including attempts to spell a word correctly. Spelling is forming words correctly from each letter and the ability to spell. In conclusion, spelling is correctly spelling a word consisting of several letters.
- (3) Meaning or meaning (meaning) is a unique, unanalyzed relationship with other things or things. Meaning is also interpreted by words combined with a word in the dictionary. This means the practical consequences of a thing in experience for the future or an activity projected onto an object.

2.6 Relevant Prior Research

To avoid similarities with previous studies, in this section, the researcher describes several relevant studies, including the following:

Amrullah et al.'s research (2023) entitled "The Use Of Show And Tell strategy In Teaching Vocabulary At The Second Year Students Of Junior High School." The results showed that the average value of the Experiment class was 9.02 and 5.63 for the control class. That means the difference in the scores of students from the Experimental class and control classes is 3.39. This means that there is a more significant increase between the control class and the experimental class.

Research by Yusmiatun et al. (2022) entitled "The Use Of The Show And Tell (S & T) strategy To Improve Vocabulary Mastery In The First Grade Students Of Junior High School." The results of this study can be concluded that the alternative hypothesis is accepted while the null hypothesis is rejected. This means a significant difference in the student's vocabulary before and after using the show-and-tell method for first-grade students of SMP Negeri 4 Juwana. Finally, using the show-and-tell method is very important and influential for teaching vocabulary mastery because it can help motivate students to acquire new vocabulary.

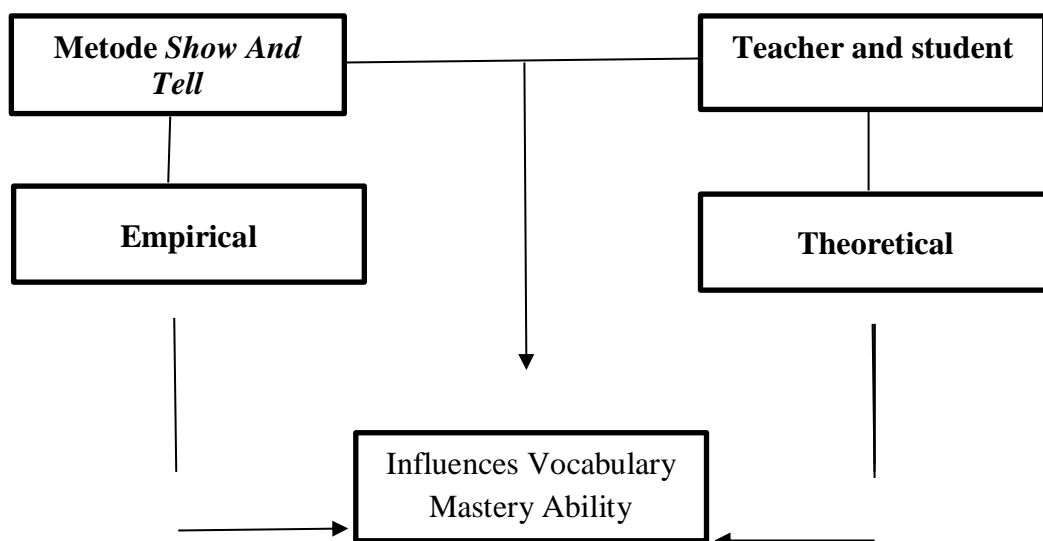
Research by Suparwai et al. (2022) entitled "The Use Of Show And Tell (S&T) strategy In Teaching Vocabulary At The Second Grade Students Of Junior High School (MTS) Assholihyah Lingkok Lekong East Lombok In The Academic Year 2021/2022". The results showed that the mean score of the post-

test (9.02) in the experimental class was higher than that of the post-test (5.63) in the controlled class. The t -test (14.2) was higher than the t_{table} (2.042) at the significance level of 0.05 with a degree of freedom of 36. It concluded that the hypothesis of this study is accepted, which means that using the Show & Tell (S&T) strategy is effective towards the students' vocabulary mastery at the Second Year Students of Junior High School (MTS) Assholihyah Lingkok Lekong East Lombok. Therefore, the English teacher may use the Show & Tell (S&T) strategy to teach English because it can make learning more enjoyable, fun, and effective.

2.7 Conceptual Framework

In a research design, it is necessary to have a framework of thought. As it is known that the framework of thought is the flow of a study designed before the process of the research takes place, thus the framework of thought in this research can be seen as follows:

Figure 2.1 Conceptual Framework



(Source: Kurniasari, 2014)

CHAPTER III

RESEARCH STRATEGIES

3.1 Approach and Type of Research

This study will use a quantitative approach. Sugiyono (2018: 14) argues that quantitative research is research used to examine specific populations or samples, sampling techniques are usually carried out randomly, data collection uses research instruments, and data analysis is quantitative/statistical to test hypotheses that have been set. This type of research is experimental research. According to Emzir (2016: 64), experimental research is a research strategy that can correctly test hypotheses concerning causal relationships (cause and effect). In line with the opinion above, Sukardi (2016: 79) says that experimental research is a systematic strategy for building relationships that contain causal phenomena. The experimental design used is *the one-shot case study*. In carrying out this method, the research only used one class, and there was only a post-test so that we could find out after the treatment was implemented.

Table 3.1 Research Design

Class	Pre-test	Treatment	Post-test
Experimental	X ₁	O	X ₂

Information:

X_1 = Is the result of the pre-test of students' vocabulary mastery abilities.

O_1 = treatment is given using the Show And Tell (S & T) strategy

X_2 = Is the result of a post-test related to vocabulary mastery ability

3.2 Population of Study

The population is all data that concerns us in one scope and time that we specify (Margono, 2017: 118). Meanwhile, Sugiyono (2018: 117) says that the population is a generalization area consisting of objects/subjects with specific qualities and characteristics determined by the researcher, and then conclusions are drawn. The population in this study are all class VIII students of SMP Negeri 3 Teluk Dalam for the 2023 – 2024 academic year, totaling 36 students and female students consisting of 3 classes.

3.3 Research Sample

The sample is part of the number and characteristics possessed by the population (Sugiyono (2018: 117). Meanwhile, Margono (2017: 121) says the sample is part of the population, for example, taken using specific strategies. Based on the statement above, a sample that could represent the population was drawn to make it easier for the writer to conduct research. The samples in this study are students of class VIII, which consists of 12 students in an experimental class.

3.4 Technique of Sampling

Selection of the sample by using a purposive sampling technique, namely the sampling technique deliberately. That is, the researcher determines the sample himself, which is not taken randomly but is determined by the researcher himself based on the criteria in the sample. The requirements for this research sample are

having a heterogeneous number of students in terms of gender, knowledge, and economic and social background.

3.5 Data Collection Techniques

Data collection in this study will be in the form of tests consisting of pre-tests and post-tests. A test is a tool or procedure used in the framework of measurement and assessment. The test is also interpreted as a systematic procedure for comparing the behavior of two or more people (Sudijono, (2016: 66). In this study, the instrument used was in the form of multiple choice objective questions consisting of 10 items given to 12 students of class VIII SMP Negeri 3 Teluk Dalam as an experimental class. The questions were multiple-choice items with four alternative answers (A, B, C, and D). After the teaching-learning process is complete, the authors distribute the question sheets, and then all the question sheets and answer sheets are collected again for examination and scoring. Apart from using multiple-choice questions, this research also uses matching questions. A matching test is a quiz that matches questions with the correct answer choices consisting of 10 concepts that students must match during the test.

3.6 Research Instruments

Research instruments are tools that researchers select and use in carrying out their activities to collect data so that these activities become systematic and made more accessible by them. The instrument used in this study will be a multiple choice test on vocabulary mastery, which consists of indicators: mastery of standard language, gap sentences, synonyms, and antonyms.

3.6.1 Pre Test

The pre-test in this research was carried out before learning using the Show And Tell (S&T) strategy to determine students' initial abilities regarding vocabulary. The pre-test questions were in the form of multiple choice objectives (multiple choice) consisting of 10 question items given to 12 students in class VIII of SMP Negeri 3 Teluk Dalam as an experimental class. The multiple-choice questions have four alternative explanations (A, B, C, and D). To determine students' initial abilities through a pre-test, researcher also used matching questions by asking students to match 10 concepts related to vocabulary in English.

3.6.2 Treatment

The treatment in this research was carried out in two meetings. The first meeting lasted 90 minutes. In this first meeting, the researcher gave a pre-test and learned to recognize the use of the show-and-tell method vocabulary material in the subsequent treatment.

At the second meeting, the researcher carried out a learning process using the show-and-tell method on vocabulary material. At this stage, the steps taken by the teacher are to explain the activities that the child will carry out, giving examples of how to show and tell classically. Next, students are allowed to volunteer without being appointed. If not a single child is willing, students show and tell by being called by the teacher. After doing show and tell, each student was asked questions by a different teacher, and at the end of the main activity, the teacher gave awards to students who excelled.

After the learning phase, using the show-and-tell strategy on vocabulary material, the researcher gave a 15-minute post-test to obtain final information on student learning outcomes.

3.6.3 Post Test

The post-test in this research was carried out after learning using the Show And Tell (S&T) Strategy to determine students' final vocabulary abilities. The post-test questions are a multiple choice objective (multiple choice) of 10 questions given to 12 students in class VIII of SMP Negeri 3 Teluk Dalam as an experimental class. The multiple-choice questions have four alternative explanations (A, B, C, and D). In the post-test activity, researcher also used matching questions by asking students to match 10 concepts related to English vocabulary.

3.7 Data Analysis Techniques

After all the test results and data have been collected, the next step is data processing using statistical calculations related to the effect of using the Show And Tell (S & T) strategy on the learning outcomes of vocabulary material for class VIII students of SMP Negeri 3 Teluk Dalam. To find out the learning outcomes of both the pre-test and the post-test, the authors analyzed by testing several aspects, namely:

3.7.1 Normality Test

Before analyzing research data, the first step that must be used is to test the normality of the data. The normality test is used to see whether the research data used is normally or not normally distributed. To test the normality of the data, researcher used the Kolmogorov Smirnov test with the help of SPSS 26 software.

Kolmogorov-Smirnov is a measuring tool used to compare the distribution of data (which will be tested for normality) with the standard normal distribution. The normality test on the data sample will show two possibilities, namely sample data with a normal distribution and sample data with an abnormal distribution. Whether the data sample is normal or not does not affect the research because each has its own statistical calculation method. Basics of decision making in the K-S Normal Litals Test:

- a. If the significance value (sig.) is greater than 0.05 then the research data is normally distributed.
- b. If the significance value (sig.) is smaller than 0.05 then the research data is not normally distributed.

If the sample data tested gets normal results then the two sample t-test can be used and if the sample data is not normally distributed then the Mann-Whitney non-parametric difference test can be used with the help of SPSS26 software. The decision made in this normality test is that if the significance test value is <0.05 then H_0 is rejected or there is a difference and if the significance value is >0.05 then H_0 is accepted or there is no difference.

3.7.2 Homogeneity Test

The homogeneity test determines whether the two groups have the same data variance. The data is said to be homogeneous if the data variance of the two groups is the same. The data is processed using the Fisher's test as post-test data. As for testing homogeneity, this study uses the formula proposed by Sugiyono (2018: 140), namely:

$$F\text{-count} = \frac{\text{Largest Variance}}{\text{Smallest Variance}}$$

The hypothesis to be tested is:

H_a : Experimental class data and control class have the same or homogeneous variance.

H_0 : Experimental class and control class data have unequal or non-homogeneous variances.

Based on this statement, according to Sugiyono (2018: 141), "the test criteria is if the price $F_{\text{count}} < F_{\text{table}}$ at a significant level of 5% ($\alpha = 0.05$) with dk quantifier ($dk_1 = n_1 - 1$) and dk denominator ($dk_2 = n_2 - 1$), then H_0 is accepted, meaning that both data have the same variance, and if the price is $F_{\text{count}} > F_{\text{table}}$, then H_0 is rejected.

3.7.3 Test t

The analysis used to test the research hypothesis is the different test or T test using the formula proposed by Sudjana (2005: 242), which is as follows:

$$t = \frac{B}{s_B/\sqrt{n}}$$

The hypothesis in the research is:

H_0 : Using the Show And Tell (S&T) strategy can increase the vocabulary of class VIII students at SMP Negeri 3 Teluk Dalam.

H_a : Using the Show And Tell (S & T) strategy cannot increase the vocabulary of class VIII students at SMP Negeri 3 Teluk Dalam.

CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

4.1 Research Results

4.1.1 Pre-Test

Pre-test data collection was carried out by giving students vocabulary ability test questions consisting of 20 questions in the form of multiple choice ten questions with four options (A, B, C, and D) and matching ten questions. The pre-test using the Show and Tell (S&T) strategy was carried out before the learning process. The pre-test given to experimental class students lasted 20 minutes, so students had the opportunity to answer 1 minute for each question. The class atmosphere During the pre-test looked very comfortable, meaning the students were enthusiastic about doing their respective assignments. Meanwhile, the teacher acts as a controller of student activities to prevent cheating or copying between students. After the pre-test, all student answer sheets were collected again for assessment. The results obtained can be seen in Table 4.1.

Table 4.1 Obtained Pre Test Score

No	Student's	Pre Test	Description
1	Student 1	45	Incomplete
2	Student 2	40	Incomplete
3	Student 3	40	Incomplete
4	Student 4	45	Incomplete
5	Student 5	40	Incomplete

6	Student 6	40	Incomplete
7	Student 7	50	Incomplete
8	Student 8	70	Complete
9	Student 9	80	Complete
10	Student 10	45	Incomplete
11	Student 11	40	Incomplete
12	Student 12	80	Complete
Total		615	-

Based on the table above, it can be seen that the lowest pre-test score obtained by students is 40, while the highest score obtained by students is 80, and the KKM score is 70. So, there are 12 students whose scores need to be completed if you look at the scores. KKM that should be achieved in English subjects.

4.1.2 Post-Test

Like the pre-test, post-test data collection was carried out by giving the same test questions related to vocabulary consisting of 20 questions, ten questions in multiple-choice form with four options (A, B, C, and D), and ten matching questions. After the learning process implemented the show and tell (S & T) strategy, the post-test was carried out. Giving post-tests to students in the experimental class lasted 20 minutes, so students had the opportunity to answer 1 minute for each question. During the post-test, the class atmosphere looked very

comfortable, meaning the students were very enthusiastic about doing their respective assignments.

Meanwhile, the teacher acts as a controller of student activities to prevent cheating or copying between students. After the post-test, all student answer sheets are collected again for assessment. The results obtained can be seen in Table 4.2.

Table 4.2 Obtained Post Test Score

No	Student's	Post Test	Description
1	Student 1	60	Incomplete
2	Student 2	60	Incomplete
3	Student 3	75	Complete
4	Student 4	70	Complete
5	Student 5	70	Complete
6	Student 6	55	Incomplete
7	Student 7	80	Complete
8	Student 8	85	Complete
9	Student 9	90	Complete
10	Student 10	60	Incomplete
11	Student 11	60	Incomplete
12	Student 12	90	Complete
Total		855	-

Based on the table above, it can be seen that the lowest post-test score obtained by students is 60, while the highest score obtained by students is 90, and the KKM score is 70. So, five students still need to meet the KKM criteria while students can complete their learning outcomes.

4.2 Descriptive Analysis of Pre-Test and Post-Test Data

The next step is to analyze the pre-test and post-test score data by tabulating the two scores to be able to calculate the t_{count} value as follows:

Table 4.3 Pre-Test and Post-Test Scores

No	Student's	<i>Pre Test</i>	No	Student's	<i>Post Test</i>
1	Student 1	45	1	Student 1	60
2	Student 2	40	2	Student 2	60
3	Student 3	40	3	Student 3	75
4	Student 4	45	4	Student 4	70
5	Student 5	40	5	Student 5	70
6	Student 6	40	6	Student 6	55
7	Student 7	50	7	Student 7	80
8	Student 8	70	8	Student 8	85
9	Student 9	80	9	Student 9	90
10	Student 10	45	10	Student 10	60
11	Student 11	40	11	Student 11	60
12	Student 12	80	12	Student 12	90

Based on the data obtained, analysis was carried out using a frequency distribution list with the following steps:

- (1) Determine the range (R), namely using the highest value minus the lowest value
- (2) Determine the number of intervals (K), namely by:

$$\text{Class Length (P)} = \frac{\text{Range}}{\text{Many Classes}}$$

(3) Calculation of average value (X), S2 variance, and deviation (S)

Pre-test scores are obtained before applying the use of show and tell (S&T)

Strategy to students' vocabulary material, namely:

Range (R) = Highest value – lowest value

$$= 80 - 40$$

$$= 40$$

$$\text{Lots of classes} = 1 + (3,3) \text{ Log } n$$

$$= 1 + (3,3) \text{ Log } 12$$

$$= 1 + (3,3) (1,079)$$

$$= 1 + 3,560$$

$$= 4,560 \quad \text{Rounded to 5}$$

$$\text{Class Length (P)} = \frac{\text{Range}}{\text{Many Classes}}$$

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

$$= 8$$

Based on the pre-test data that has been obtained, the next step is to enter the data into the frequency distribution table as follows:

Table. 4.4 Frequency distribution table of Pre Test scores

Tes Score	Frequency (fi)	Mid Point (xi)	(xi)²	fi . xi	fi (xi)²
40 – 47	8	44	1936	352	123904
48 – 56	1	51	2601	51	2601
57 – 64	0	60	3600	0	0
65 – 72	1	68	4624	68	4624
73 – 80	2	76	5776	152	23104
Total	12			623	154233

Information:

fi = Lots of pre-test student data/scores

xi = Middle value of class

xi² = Class sign in the class interval squared

fi . xi = Multiplication of data and the square of the class sign in the class interval.

From the table above, (xi), S1, and (S) can be determined, so data processing is carried out using the following formula:

$$\text{Average } xi = \frac{\sum fi . xi}{\sum fi}$$

$$= \frac{623}{12}$$

$$= 51,9$$

To find the standard deviation, the following formula is used

$$\text{Variants } S^2 = \frac{n (\sum f_i \cdot x_i^2) - (\sum f_i \cdot x_i)^2}{n (n-1)}$$

$$= \frac{12 (154233) - (623)^2}{12 (12-1)}$$

$$= \frac{1.850.796 - 388.129}{132}$$

$$= \frac{1462667}{132}$$

$$= 11$$

$$\text{Standard Defiation} = \sqrt{11}$$

$$= 3,31$$

The post-test scores are obtained before applying the use of show and tell

(S&T) Strategy to students' vocabulary material, namely:

Range (R) = Highest value – lowest value

$$= 90 - 55$$

$$= 35$$

$$\text{Lots of classes} = 1 + (3,3) \text{ Log } n$$

$$= 1 + (3,3) \text{ Log } 12$$

$$= 1 + (3,3) (1,079)$$

$$= 1 + 3,560$$

$$= 4,560 \quad \text{Rounded to 5}$$

$$\begin{aligned}
 \text{Class Length (P)} &= \frac{\text{Range}}{\text{Many Classes}} \\
 &= \frac{35}{5} \\
 &= 7
 \end{aligned}$$

Based on the pre-test data that has been obtained, the next step is to enter the data into the frequency distribution table as follows:

Table. 4.5 Frequency distribution table of Post Test scores

Test Score	Frequency (fi)	Mid Point (xi)	(xi)²	fi . xi	fi (xi)²
55 – 61	5	58	3364	290	84100
62 – 68	0	65	4225	0	0
69 – 75	3	72	5184	216	46656
76 – 82	1	79	6241	79	6241
83 – 90	3	86	7396	258	66564
Total	12			843	203561

Information:

fi = Lots of pre-test student data/scores

xi = Middle value of class

xi² = Class sign in the class interval squared

fi . xi = Multiplication of data and the square of the class sign in the class interval.

From the table above, (x_i), S_1 , and (S) can be determined, so data processing is carried out using the following formula:

$$\begin{aligned}\text{Average } x_i &= \frac{\sum f_i \cdot x_i}{\sum f_i} \\ &= \frac{823}{12} \\ &= 70,25\end{aligned}$$

To find the standard deviation, the following formula is used

$$\begin{aligned}\text{Variants } S_1 &= \frac{n (\sum f_i \cdot x_i^2) - (\sum f_i \cdot x_i)^2}{n (n-1)} \\ &= \frac{12 (203561) - (843)^2}{12 (12-1)} \\ &= \frac{2.442.732 - 710649}{132} \\ &= \frac{1.732.083}{123} \\ &= 14\end{aligned}$$

$$\text{Standard Deviation} = \sqrt{14}$$

$$= 3,74$$

Next, to determine the combined standard deviation value (S^2), use the following formula:

$$\begin{aligned}S^2 &= \frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2} \\ &= \frac{(12-1)11^2 + (12-1)14^2}{12 + 12 - 2}\end{aligned}$$

$$= \frac{(11) 121 + (11) 196}{22}$$

$$= \frac{1331 + 2156}{22}$$

$$= \frac{3487}{22}$$

$$= 158$$

$$= \sqrt{158}$$

$$= 12$$

4.3 Normality Test

The results of the normality test using SPSS version 26 show the numbers as shown in Table 4.6.

Table 4.6 Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		12
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	6.06426931
Most Extreme Differences	Absolute	.139
	Positive	.126
	Negative	-.139
Test Statistic		.139
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Based on the SPSS output table, it is known that the significance value of the product quality variable Asymp.Sig (2-tailed) is 0.200, which is greater than 0.5. So in accordance with the basis for decision making in the Kolmogorov-Smirnov normality test above, it can be concluded that the data is normally distributed.

4.4 Homogeneity of Variance Test

The homogeneity of variance test helps determine whether the samples from this study come from the same population or, in other words, whether the samples obtained are homogeneous. If the conclusion shows that the data group is homogeneous, then the data is suitable for parametric testing. The homogeneity test was carried out using Fisher's formula. The variance value of the pre-test and post-test results is needed to carry out Fisher's statistical test. The variance of the post-test is 3,74, and the pre-test is 3,31. The statistics used to test data homogeneity are as follows:

$$F = \frac{\text{Largest Variance}}{\text{Smallest Variance}}$$

$$F = \frac{3,74}{3,31}$$

$$F = 1,12$$

Based on the distribution list F, we obtain $F_{\alpha} (n_1 - 1, n_2 - 1) = F_{0.05} (12 - 1, 12 - 1) = F_{0.05(11.11)} = 1.91$. Thus $F_{\text{count}} \leq F_{\text{table}} = 1,12 \leq 3,98$. So, it can be concluded that H_0 is accepted. So, the variance of the pre-test and post-test data is homogeneous.

4.5 Analysis of T-Calculated Values

Next, the author determines the t-count value using the following formula:

$$\text{count} = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{70,25 - 51,9}{12 \sqrt{\left(\frac{1}{12} + \frac{1}{12}\right)}}$$

$$t = \frac{18,35}{12 \sqrt{0,16}}$$

$$t = \frac{18,35}{12 (0,4)}$$

$$t = \frac{18,35}{4,8}$$

$$t = 3,82.$$

With the significant table = 0.05 and to find out t, the degrees of freedom (dk) are determined as follows:

$$\begin{aligned} dk &= n_1 + n_2 - 2 \\ &= 12 + 12 - 2 \\ &= 22 \end{aligned}$$

So from the table, the t_{table} is 1,71.

After obtaining the $t_{\text{count}} = 3.82$, it is compared with the t_{table} value at the significance level $\alpha = 0.05$ with $dk = n_1 + n_2 - 2$. The table value at the significance level $\alpha = 0.05$ with $dk = 22$ is 1.71. The test criterion is to accept H_a if $t_{\text{count}} > t_{\text{table}}$. If it has another value, then H_a is rejected. Accepting H_a means using the show and tell (S & T) strategy can improve the vocabulary skills of class VIII students. Based on the research results above, the value obtained $t_{\text{count}} = 3.82$ while $> t_{\text{table}} = 1.71$. This means that $t_{\text{count}} > t_{\text{table}}$ or $3.82 > 1.71$. Thus, according to the test criteria, H_a is accepted. H_a is accepted, meaning the use of Show and Tell (S&T) strategy can improve the vocabulary skills of class VIII students at SMP N 3 Teluk Dalam.

4.6 Discussion

Learning is also a change in behavior towards a change in good behavior, where this change occurs through practice or experience. The behavior change must be relatively stable at the end of a reasonably long period. Behavior that experiences changes due to learning concerns various aspects of personality, both physical and psychological, such as changes in understanding, problem-solving/thinking, skills, abilities, or attitudes (Nidawati, 2013).

Speaking skills play an important role in facing a democratic society. Students are given provisions in the form of speaking skills. Students hope to become democratic, critical, and young people with character. However, in the field, it was found that students' speaking skills still needed to be improved.

As a result of the analysis of the research findings above, it can be seen that the application of the use of Show and Tell (S & T) strategy improves the vocabulary skills of class VIII students at SMP N 3 Teluk Dalam with a value of $t\text{-count} > t\text{-table}$ or $3.83 > 171$. This shows that using the Show and Tell (S&T) Strategy can improve the vocabulary skills of class VIII students at SMP N 3 Teluk Dalam.

Talking is a significant thing in human life. This speaking skill itself is an ability and expertise in communicating. Speaking skills, such as speaking in public, are used daily and can train everyone's self-confidence. As stated by Laela (2019), language development is significant because language functions as a tool for communicating with each other. Humans can verbally convey ideas, feelings, and desires by speaking. Suarsih (2018) stated that speaking is a person's ability to utter articulate sounds or

words orally to express, state, and convey thoughts, ideas, and feelings to convey messages.

Learning to speak is essential to teach because, through this learning, students are expected to express and convey their thoughts, opinions, ideas, or feelings well. This is to learn to speak in elementary schools so that students can communicate appropriately and correctly in various situations by using spoken English to express thoughts, opinions, feelings, and experiences and establish communication and social interactions with others.

Based on the results of the author's initial observations at SMP N 3 Teluk Dalam, in the English subject, several problems are often experienced by students in speaking skills, namely the overall learning process students tend to be passive, such as students having difficulty expressing their opinions, difficulty retelling reading texts that have been read, it is difficult to describe an object. They are embarrassed to ask or answer questions given by the teacher during the learning process, so students become passive and need more confidence in speaking.

Students' speaking abilities still need to improve. Most students must still be more confident when expressing their thoughts or ideas. The courage to speak in front of other students still needs to be improved. Many students are still shy and need more confidence in expressing their opinions. Students' difficulties in putting together words when speaking also cause them to need help expressing their views. During this practical activity, the class teacher also revealed that the students' practice of speaking activities still needed help for each student.

The increase in students' vocabulary skills is because students can learn more actively and skillfully using the show and tell (S & T) strategy. This is supported by several previous studies, such as Amrullah (2023), showing that the average score for the experimental class was 9.02 and 5.63 for the control class. That means the gap between students' scores from the experimental and control classes is 3.39. Based on the results of this research, the Experimental class showed a more significant improvement than the control class. The influence of instructional models that incorporate visual aids on student learning outcomes is supported by Mulyani et al. (2022:3), who state that showing materials, such as English films, can impact vocabulary comprehension. Watching these films more than once, along with additional guidance, helps students recognize new vocabulary and learn new expressions in English.

CHAPTER V

CONCLUSION & SUGGESTIONS

5.1 Conclusion

Based on the results of the research and discussion above, it can be concluded that implementing the use of the show and tell (S & T) strategy improves the vocabulary skills of class VIII students at SMP N 3 Teluk Dalam with a value of $t_{count} > t_{table}$ or $3.83 > 171$. This shows that using the show and tell (S & T) strategy improves the vocabulary skills of class VIII students at SMP N 3 Teluk Dalam. The improvement in students' vocabulary skills is due to students being able to learn more actively in understanding and solving problems with the material being taught, being skilled in discussing and asking each other questions while implementing the use of Show and Tell (S&T) Strategy.

5.2 Suggestions

I hope that the results of this study can be realized, the researcher proposes the following suggestions:

1. Teachers should continue to evaluate the learning strategies used by using more learning strategies that involve the active role of students, one of which is the use of Show and Tell (S & T) strategy.
2. Students should continue to increase their involvement in learning to achieve better achievements.

3. Future researchers are advised to conduct more in-depth research on vocabulary abilities and reading skills by using other learning strategies.

REFERENCES

- Anggraini, W. (2011). *Speech Delay in Children (Case Study of 5-Year-Old Children)*. Thesis, Semarang: Semarang State University.
- Ahdar (2019). *Learning and Learning*. South Sulawesi: Kaaffah Learning Center.
- Arikunto, S. (2010). *Research Procedures A Practice Approach*. Jakarta: Rineka Cipta.
- Arikunto, S. (2016). *Basics of Educational Evaluation*. Jakarta: Bumi Aksara.
- Azizah, H. N. (2020). *Increasing Arabic Vocabulary Mastery Through the Use of Word Wall Media*. *ALSUNİYAT*, 1(1), 1–16.
- Baharuddin and Esa Nur (2008). *Learning Theory and Learning*. Yogyakarta: Ar-Ruzz Media.
- Budiningsih, (2018). *Learning and Learning*. Bandung: Rineka Cipta.
- Burhan, (2010). *Language Learning Assessment*. Yogyakarta: BPFE.
- Dailey, K. (2015). Sharing centers: An alternative approach to show and tell. *Early Childhood Education Journal*. 24 (IV).
- Dewati (2020). Improving Students' Mastery of English Vocabulary Using the Word Square Method. *Journal of Character Education* Vol. 3 No. 1.
- Dimiyati and Mudjiono. (2016). *Learning and Learning*. Jakarta: Rineka Cipta.
- Emzir (2016). *Quantitative & Qualitative Educational Research Methodology*. Jakarta: Raja Grafindo Persada.
- Hanah (2022). Application of the Show and Tell Learning Method in Advertising Materials to Improve the Speaking Skills of Class V Elementary School Students. *Journal of Primary School Education & Learning* Vol 1 No 4.
- Hamalik, O (2016). *Teaching and learning process*. Jakarta: Script Earth.
- Huda, M. (2016). *Teaching and Learning Models: Methodical and Issues*. Paradigmatic. Yogyakarta: Student Library.
- Keraf, G. (2016). *Diction and Language Style*. Jakarta: Gramedia.
- Krathwohl. (2016). A Foundational Framework for Learning, Teaching, and Assessment: *A Revision of Bloom's Taxonomy of Education*. Yogyakarta, Student Library.
- Kridalaksana, H. 2011. *Linguistic Dictionary*. Jakarta: Gramedia Pustaka.
- Kurniasari, A.N. 2014. *Abstracts of Indonesian Language and Literature*. Yogyakarta: Distribution Solutions.

- Laras, (2016). The Influence of the Show and Tell Method on the Speaking Ability of Group A Children in Kindergarten. *Journal of Early Childhood Education* Vol 2 No 2.
- Margono (2017). *Educational Research Methodology*. Jakarta: PT. Rineka Cipta.
- Mulyani, Yunisrina Q, Ika K.T, Syarfuni, Hijjatul, Q and Sri, W. (2022). Watch and Learn: EFL Students' Perceptions of Video Clip Subtitles for Vocabulary Instruction. *Jurnal Peralika* Vol 30 No 1.
- Musfiroh, T. (2011). *Educational Show And Tell Guide to Early Childhood Social Skill Development*. Yogyakarta: Locus Tiara Wacana Group.
- Nurgiyantoro (2015). *Language Learning Assessment*. Yogyakarta: BPFE.
- Ningsih (2014), Increasing Self-Confidence Through the Show and Tell Method in Group A Children Marsudi Putra Dagarang Palbapang Bantul, Yogyakarta *Thesis: Faculty of Education*, Yogyakarta University.
- Prasasti, A (2012). *Improving Speaking Skills Through the Show and Tell Method in Group B Kindergarten Children at ABA KASIHAN Kindergarten*. Yogyakarta: UNY
- Purwanto. (2018). *Evaluation of Learning Outcomes*. Yogyakarta: Student Library
- Ratna.W, (2017). *Learning and Learning Theories*, Bandung: Erlangga.
- Riyanto, O. (2017). *New Teacher/Education Paradigm in Implementing Effective and Quality Learning*. Jakarta: Kencana.
- Sardiman (2016). *Teaching and Learning Interaction and Motivation*. Jakarta: Raja Grafindo Persada.
- Slameto (2017). *Learning and Factors Influencing It*. Jakarta: PT. Rineka Cipta.
- Sudijono, A. (2017). *Introduction to Educational Evaluation*. Jakarta: PT. Rajagrafindo Persada.
- Sudjana, N. (2017). *Assessment of Teaching and Learning Process Results*. Bandung; PT. Rosdakarya Teenager.
- Sudjana, (2016). *Assessment of Teaching and Learning Process Results*. Bandung: Rosdakarya Youth.
- Sudjana. (2005). *Statistical Methods*. Bandung: Tarsito.
- Sugiyono (2018). *Educational Research Methods Quantitative, Qualitative, and R & D Approaches*. Bandung: Alfabeta.
- Sucardi (2016). *Competency Education Research Methodology and Practice*. Jakarta: PT. Script Earth.

- Slameto (2016). *Education Evaluation*. Jakarta: PT. Script Earth.
- Suprijono, A. (2016). *Cooperative Learning PAIKEM Theory & Application*. Yogyakarta: Student Libraries.
- Soedjito, (2012). *Indonesian Vocabulary*. Malang: Aditya Media. References
- Suyanto, S. (2015). *Basics of Early Childhood Education*. Yogyakarta: Hikayah Publishing
- Tilaar, H.A.R. (2013). *Active Learning Media*. Bandung: Scholarly Nuance.
- Triami P, Oktaviani, 2016. *Improving Mastery of English Vocabulary Using Flashcard Media at SD Negeri Sukokarsan 2 Yogyakarta*, Edition 4
- Yunisah, A. (2017). *The Influence of Audio Visual Media on Class VII Students' Mastery of Indonesian Vocabulary at SMP 1 Depok, Sleman, Yogyakarta*. Thesis. FBS-UNY.
- Zingher. (2011). *Unexpected Show And Tell*. United States: Libraries.
- Zumrotun. (2015). *Improving the Ability to Recognize Vocabulary Through a Direct Learning Model Using Flash Cards in Group A Children*. E-Journal UNESA. vol: 1, No:1

Appendix 1. Pre Questions

A. STUDENT IDENTITY

Name :

Gender :

B. PRE-TEST QUESTIONS

❖ INSTRUCTIONS FOR ANSWERING THE QUESTION

Put a mark (✓) on the answer choices that are considered correct in the questions below. If one question is correct you get a mark of 10, if it is wrong there is no deduction from the score.

1. What is the Synonym of " Big" ...?
 - A. Narrow
 - B. Large
 - C. Little
 - D. Small

2. Book, globe, chomb, and chair That are the word class of ...?
 - A. Verb
 - B. Preposition
 - C. Noun
 - D. Adjective

3. Please, sweep the floor.
 What is the meaning of "floor" ...?
 - A. Cermin
 - B. Lantai
 - C. Sisir

- D. Lemari.
4. Fill in the gap.
You Fried rice.
- A. Hang
 - B. Wash
 - C. Cook
 - D. Paint
5. H-D-B-E-I-N
The correct arrangement is ...?
- A. Bihend
 - B. Beinhd
 - C. Bienhd
 - D. Behind
6. Tisu itu sangat lembut.
What do you say "lembut" in English ...?
- A. Soft
 - B. Loud
 - C. Quiet
 - D. Hard
7. The computer is so expensive,
What is the meaning of "Expensive" ...?
- A. Mahal
 - B. Kecil
 - C. Besar
 - D. Murah

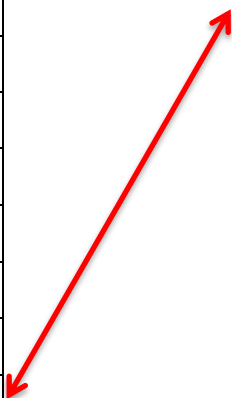
8. Between, Behind, Under, Beside. That are the word class of ... ?
- A. Adjective
 - B. Preposition
 - C. Verb
 - D. Noun
9. What is the meaning telephone ...?
- A. a thing used for sitting
 - B. A small thing used for hanging clothes
 - C. An elektronik equipment used for Communicating with someone
 - D. A thing used for cooking
10. Which one of the words below that belongs to verb class ... ?
- A. Chair. Table, bag, chalk.
 - B. Open, wash, paint, hang.
 - C. Beautiful, little, big, expensive
 - D. Behind, beside, between, under.

❖ INSTRUCTIONS FOR ANSWERING THE QUESTION

Match the statements in the first column with the appropriate words in the second column.

1	What's up
2	Good morning
3	How are you
4	See you later
5	Have a nice day
6	What a pity
7	I'm fine, thanks
8	Take care
9	Nice to meet you
10	how can I help you

A	Hati-hati
B	Sampai jumpa lagi
C	Baik-baik saja, terimakasih
D	Senang bertemu dengan mu
E	Selamat pagi
F	Apa kabar
G	Bagaimana kabar mu
H	Sayang sekali
I	Bagaimana saya bisa membantumu
J	Semoga harimu menyenangkan



Appendix 2. Post Questions

A. STUDENT IDENTITY

Name :

Gender :

B. POST-TEST QUESTIONS

❖ INSTRUCTIONS FOR ANSWERING THE QUESTION

Put a mark (✓) on the answer choices that are considered correct in the questions below. If one question is correct you get a mark of 10, if it is wrong there is no deduction from the score.

11. What is the Synonym of " Big" ...?

- E. Narrow
- F. Large
- G. Little
- H. Small

12. Book, globe, chomb, and chair That are the word class of ...?

- E. Verb
- F. Preposition
- G. Noun
- H. Adjective

13. Please, sweep the floor.

What is the meaning of "floor" ...?

- E. Cermin
- F. Lantai
- G. Sisir
- H. Lemari.

14. Fill in the gap.

You Fried rice.

E. Hang

F. Wash

G. Cook

H. Paint

15. H-D-B-E-I-N

The correct arrangement is ...?

E. Bihend

F. Beinhd

G. Bienhd

H. Behind

16. Tisu itu sangat lembut.

What do you say "lembut" in English ...?

E. Soft

F. Loud

G. Quiet

H. Hard

17. The computer is so expensive,

What is the meaning of "Expensive" ...?

E. Mahal

F. Kecil

G. Besar

H. Murah

18. Between, Behind, Under, Beside. That are the word class of ... ?

- E. Adjective
- F. Preposition
- G. Verb
- H. Noun

19. What is the meaning telephone ...?

- E. a thing used for sitting
- F. A small thing used for hanging clothes
- G. An electronic equipment used for Communicating with someone
- H. A thing used for cooking

20. Which one of the words below that belongs to verb class ... ?

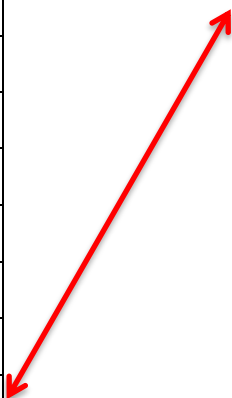
- E. Chair. Table, bag, chalk.
- F. Open, wash, paint, hang.
- G. Beautiful, little, big, expensive
- H. Behind, beside, between, under.

❖ INSTRUCTIONS FOR ANSWERING THE QUESTION


Match the statements in the first column with the appropriate words in the second column.





1	What's up
2	Good morning
3	How are you
4	See you later
5	Have a nice day
6	What a pity
7	I'm fine, thanks
8	Take care
9	Nice to meet you
10	how can I help you

A	Hati-hati
B	Sampai jumpa lagi
C	Baik-baik saja, terimakasih
D	Senang bertemu dengan mu
E	Selamat pagi
F	Apa kabar
G	Bagaimana kabar mu
H	Sayang sekali
I	Bagaimana saya bisa membantumu
J	Semoga harimu menyenangkan



Appendix 3. Permission letter to carry out thesis research from UBBG Banda Aceh


UNIVERSITAS BINA BANGSA GETSEMPENA
FAKULTAS KEGURUAN DAN
ILMU PENDIDIKAN
Jl. Tanggul Krueng Lamnyong No. 34 Rukoh, Banda Aceh 23112 Indonesia | fkip.ac.id | fkip@bbg.ac.id | +62 823-2121-1883

Nomor : 0209/131013/FI/KM/I/2024
 Lampiran : -
 Hal : *Izin Melaksanakan Penelitian Skripsi*

Kepada Yth,
 Kepala Dinas Pendidikan Kab. Simeulue
 Di _____
 Tempat _____

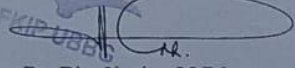
Dengan hormat,
 Dekan Fakultas Keguruan dan Ilmu Pendidikan (FKIP) mengharapkan bantuan Bapak/Ibu agar sudi kiranya memberi izin kepada yang namanya tersebut di bawah ini :

Nama : **Wiwi Andika**
 NIM : **1911060046**
 Program Studi : **S1 Pendidikan Bahasa Inggris**

Untuk mengumpulkan data-data di SMPN 3 Teluk Dalam Simeulue dalam rangka penyusunan skripsi yang berjudul :

"The Use of Show and Tell (S & T) Strategy in Teaching Vocabulary at The Second Year SMPN 3 Teluk Dalam Simeulue".

Atas pemberian izin dan bantuan Bapak/Ibu kami ucapkan terimakasih.

Banda Aceh, 18 Januari 2024
 Pdt. Dekan FKIP,

Dr. Rita Novita, M.Pd
 NIDN: 1312049101

Tembusan:
 1. Yang bersangkutan
 2. Arsip

Appendix 4. Permission letter to carry out thesis research from the Dinas Pendidikan



PEMERINTAH KABUPATEN SIMEULUE
DINAS PENDIDIKAN
 Jalan Teuku Umar No 08 Sinabang Kode Pos 23891
 Email : disdik.kabsimeulue@gmail.com

SURAT IZIN PENELITIAN
 Nomor : 400.3/ 103 /2024

1. Kepala Dinas Pendidikan Kabupaten Simeulue Provinsi Aceh berdasarkan Surat Dekan Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Universitas Bina Bangsa Getsempena (UBBG) Banda Aceh Nomor: 0209/131013/FI/KM/I/2024 tanggal 18 Januari 2024, dengan ini memberi izin kepada:

Nama : **Wiwid Andika**
 NIM : 1911060046
 Pekerjaan : Mahasiswa
 Program Studi : S 1 Pendidikan Bahasa Inggris
 Fakultas : Keguruan dan Ilmu Pendidikan (FKIP)
 Universitas : Bina Bangsa Getsempena (UBBG) Banda Aceh.

Untuk mengumpulkan data penelitian di SMP Negeri 3 Teluk Dalam Kecamatan Teluk Dalam Kabupaten Simeulue dalam rangka Penyusunan Skripsi Mahasiswa yang bersangkutan dengan Judul ***"The Use of Show and Tell (S & T) Strategy in Teaching Vocabulary at The Sccond Year SMP 3 Teluk Dalam Simeulue"***.

2. Demikian surat ini diberikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya.


Sinabang, 22 Januari 2024
 Kepala Dinas Pendidikan
 Kabupaten Simeulue


FIRMANUDIN, S.Pd
 Pembina Tk. I (IV/b)
 NIP 19760921 200212 1 009

Tembusan Yth:

1. Dekan FKIP UBBG Banda Aceh di Banda Aceh
2. Ketua Jurusan/Prodi Bahasa Inggris FKIP UBBG
3. Mahasiswa yang bersangkutan
4. Kepala SMP Negeri 3 Teluk Dalam
5. Arsip

Appendix 5. Research certificate from SMP N 3 Teluk Dalam



PEMERINTAH KABUPATEN SIMEULUE
DINAS PENDIDIKAN
SMP NEGERI 3 TELUK DALAM
Jln. Lintas Bulu Hadek – Lauke

SURAT KETERANGAN PENELITIAN
Nomor : 421.3/13/SMP/2024

Yang bertanda tangan di bawah ini :

Nama	: WIWIK FEBRIANTI, S.Pd
NIP	: 19820303 200904 2 007
Pangkat/Gol	: Pembina Tk.IV IV/b
Jabatan	: Kepala Sekolah
Unit Kerja	: SMP Negeri 3 Teluk Dalam Kab. Simeulue

Menerangkan dengan sesungguhnya bahwa :


Nama	: WIWI ANDIKA
Tempat /Tgl. Lahir	: Bulu Hadek, 12 Januari 2021
NIM	: 1911080048
Pekerjaan	: Mahasiswa
Program Studi	: S1 Pendidikan Baha Inggris
Fakultas	: Keguruan dan Ilmu Pendidikan (FKIP)
Universitas	: Bina Bangsa Getsempena (UBBG) Banda Aceh

Telah melaksanakan Penelitian di SMP Negeri 3 Teluk Dalam pada tanggal 29 s/d 31 Januari 2024 untuk memperoleh data guna menyusun tugas akhir Skripsi dengan Judul **"The Use of Show and Tell (S & T) Strategy in Teaching Vocabulary at The Scnd Year SMPN 3 Teluk Dalam Simeulue"**.

Demikian surat keterangan ini di buat untuk dapat digunakan sebagaimana semestinya.

Bulu Hadek, 31 Januari 2024

Kepala Sekolah,



WIWIK FEBRIANTI, S.Pd
NIP. 19820303 200904 2 007

Appendix 6. Dokumentasi Kegiatan Pelaksanaan Pre Test



Appendix 7. Dokumentasi of Activities Carrying out use “THE USE SHOW AND TELL (S & T) STRATEGY IN TEACHING VOCABULARY AT THE SECOND YEAR SMPN 3 TELUK DALAM





Appendix 8. Dokumentasi Kegiatan Pelaksanaan Post Test





2023/2024

MODUL AJAR

EMBRACE YOURSELF

PENYUSUN

NIM

: 1911060046

SMP NEGERI 3 TELUK DALAM

MODUL AJAR

KURIKULUM MERDEKA

INFORMASI UMUM



IDENTITAS MODUL

Nama Penyusun	: Wiwi Andika
Satuan Pendidikan	: SMP Negeri 3 Teluk Dalam
Kelas / Semester	: VIII/Genap
Mata Pelajaran	: Bahasa Inggris
Alokasi Waktu	: 3 JP (90 Menit)
Tahun Pelajaran	: 2023-2024
Elemen Mapel	: Menyimak - Berbicara
Fase	: D
Capaian Pembelajaran	: Peserta didik menggunakan Bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal.



KOMPETENSI AWAL

- Ask for and give opinions;



SARANA DAN PRASARANA

- | | | |
|--------------------------------|----------------------------|------------------------------|
| 1. Gawai | 4. Buku Teks | 7. Handout materi |
| 2. Laptop/Komputer PC | 5. Papan tulis/White Board | 8. Infokus/Projektor/Pointer |
| 3. Akses Internet ilmuguru.org | 6. Lembar kerja | 9. Referensi lain yang |



MODEL PEMBELAJARAN

Project Based Learning (PBL) terintegrasi pembelajaran berdiferensiasi



PROFIL PELAJAR PANCASILA

1. Beriman dan bertakwa kepada Tuhan yang maha Esa
2. Bergotong royong, Berkebinekaan global, Mandiri, Bernalar kritis dan Kreatif



TARGET PESERTA DIDIK

Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

KOMPETENSI INTI

I. TUJUAN PEMBELAJARAN

- Ask for and give opinions;

II. PEMAHAMAN BERMAKNA

- “In this chapter, we will learn about asking and giving opinions about a story. We will learn to identify sequences of main events in a story and write the main events of a story.”

III. PERTANYAAN PEMANTIK

A. Pertemuan Ke-1

- Look at the pictures. Do you know all of the products in the pictures?
- What are the products for?
- Do you use them every day?

KEGIATAN PEMBELAJARAN

KURIKULUM MERDEKA

Nama Penyusun	: Wiwi Andika
Satuan Pendidikan	: SMP Negeri 3 Teluk Dalam
Kelas / Semester	: VIII/Genap
Mata Pelajaran	: Bahasa Inggris
Alokasi Waktu	: 3 JP (90 Menit)
Tahun Pelajaran	: 2023-2024
Elemen Mapel	: Menyimak - Berbicara
Fase	: D
Capaian Pembelajaran	: Peserta didik menggunakan Bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal.

Pertemuan Ke- 1 Be Yourself

Pendahuluan (10 Menit)

1. Guru membuka pelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapian pakaian, kerapian posisi, dan tempat duduk peserta didik.
2. Mengatur posisi duduk peserta didik dan mengondisikan kelas agar proses pembelajaran berlangsung menyenangkan.
3. Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran
4. Guru mempersiapkan segala peralatan yang akan digunakan pembelajaran
5. Guru melakukan apersepsi dapat mengajak peserta didik mengingat objek-objek mengesankan yang pernah mereka lihat dan menanyakan hal-hal penting yang mereka ingat dari objek yang menarik.

Section 1 – Say What You Know	
Kegiatan Inti (90 Menit)	<ul style="list-style-type: none"> • Guru mengarahkan peserta didik untuk melihat gambar mengenai produk-produk yang biasa digunakan sehari-hari. • Guru meminta peserta didik untuk mengidentifikasi hal-hal yang berkaitan dengan gambar tersebut.

Pertemuan Ke- 1 Be Yourself

Pendahuluan (10 Menit)

- Guru juga dapat meminta peserta didik mengingat seberapa sering mereka menggunakan produk tersebut.
- Guru dapat melakukan diagnostic assessment pada tahapan ini. Sebagai contoh, di bawah ini tersedia contoh diagnostic assessment rubric yang dapat dipergunakan.

Section 2

- (1) Guru menjelaskan kegiatan yang akan dilakukan anak.
- (2) Guru memberikan contoh cara melakukan pertunjukan klasikal dan bercerita.
- (3) Mahasiswa diperbolehkan mengajukan diri tanpa ditunjuk; jika tidak ada anak yang bersedia, maka dengan dipanggil oleh guru.
- (4) Siswa menunjukkan dan menceritakan.
- (5) Setelah pertunjukan dan bercerita, guru yang berbeda mengajukan pertanyaan kepada setiap siswa.
- (6) Sebagai bentuk penghargaan, anak diberi imbalan.

Section 3 – Language Focus

- Guru menjelaskan language focus pada Unit 1. Bahasa Indonesia dapat digunakan untuk membantu peserta didik memahami konsep ini.
- Guru meminta peserta didik untuk berlatih memberikan opini berdasarkan situasi yang sudah disediakan pada tabel 5.3.

Section 4 – Speaking

- Guru meminta peserta didik untuk membuat kelompok yang terdiri dari empat peserta didik.
- Guru menjelaskan apa yang akan peserta didik lakukan dalam group mereka. Guru juga mengarahkan peserta didik untuk memilih salah satu peran dalam teks.
- Guru membaca dialog dengan keras dalam intonasi dan pelafalan yang benar. Peserta didik ikut membaca dalam hati.
- Guru meminta peserta didik untuk memikirkan gerak tubuh yang harus mereka lakukan, suasana hati, dan juga intonasi yang cocok ketika menjadi salah satu karakter. Guru meminta peserta didik untuk menuliskannya dalam tabel yang sudah disediakan. Guru memberi contoh dengan mengelaborasi beberapa perasaan dan intonasi.
- Guru membahas jawaban peserta didik.
- Guru meminta peserta didik untuk berlatih secara berkelompok.

Section 5 – Your Turn: Performing

- Guru meminta peserta didik untuk menggunakan skrip yang sudah mereka pelajari dalam kelompok pada section sebelumnya.
- Guru meminta peserta didik untuk memperhatikan poin-poin persiapan yang telah disediakan pada Part b agar latihan peserta didik dapat berjalan dengan baik.
- Guru meminta peserta didik untuk menampilkan hasil latihan mereka.

<i>Pertemuan Ke- 1 Be Yourself</i>	
Pendahuluan (10 Menit)	
	<p>Section 6 – Enrichment</p> <ul style="list-style-type: none"> Guru meminta setiap peserta didik untuk menampilkan dialog yang telah mereka tampilkan di kelas kepada kelas lain atau anggota keluarganya. Lalu, guru juga meminta peserta didik untuk mengamati reaksi penonton.
Penutup (10 Menit)	
1.	Siswa dan guru menyimpulkan pembelajaran hari ini.
2.	Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
3.	Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
4.	Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

ASESMEN / PENILAIAN

KURIKULUM MERDEKA

Nama Penyusun	: Wiwi Andika
Satuan Pendidikan	: SMP Negeri 3 Teluk Dalam
Kelas / Semester	: VIII/Genap
Mata Pelajaran	: Bahasa Inggris
Alokasi Waktu	: 3 JP (90 Menit)
Tahun Pelajaran	: 2023-2024
Elemen Mapel	: Menyimak - Berbicara
Fase	: D
Capaian Pembelajaran	: Peserta didik menggunakan Bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal.

A. ASESMEN/PENILAIAN

1. Diagnostic Assessment Rubric

Date :

Class :

Chapter/Unit :

No	Students	S/he can answer simple questions independently	S/he can answer simple questions with the help of the teacher	S/he can answer simple questions with the help of peers	S/he cannot provide any answer to the teacher's questions
1.					
2.					
3.					
4.					
5.					

No	Students	S/he can answer simple questions independently	S/he can answer simple questions with the help of the teacher	S/he can answer simple questions with the help of peers	S/he cannot provide any answer to the teacher's questions
Dst					
Comment:					

2. Assessment Rubric

Berikut ini salah satu contoh rubrik yang dapat digunakan di sekolah. Rubrik ini dapat disesuaikan dengan kondisi dan kebutuhan peserta didik di sekolah masing-masing.

Criteria	5-Excellent	4-Good	3-Fair	2-Poor	1-Bad
Pronunciation	Pronunciation is excellent; highly intelligible.	Pronunciation is good; mostly intelligible.	Pronunciation is sufficient; reasonably intelligible.	Pronunciation is okay; often unintelligible.	Pronunciation is lacking; hard to understand.
Fluency	Maintains simple exchanges; with few to no hesitations.	Maintains simple exchanges; few hesitations.	Maintains simple exchanges despite some difficulty; some hesitations.	Has considerable difficulty maintaining simple exchanges; hesitant with some sentences left uncompleted.	Has considerable difficulty maintaining simple exchanges; hesitant and strained except for memorized phrases.

Date :
 Class :
 Chapter/Unit :

No	Students	Pronunciation	Fluency	Score __/20 points
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
Comment:				

3. Marking Rubric for Writing

Berikut ini salah satu contoh rubrik yang dapat digunakan di sekolah. Rubrik ini dapat disesuaikan dengan kondisi dan kebutuhan peserta didik di sekolah masing-masing.

4	Student text meets the criterion as described in the rubric, at the highest level.
3	Student text shows strong evidence of a criterion as described in the rubric, but not at the top standard.
2	Student text shows evidence of a criterion as described in the rubric, but it is weak
1	Student text shows little or no evidence of a criterion as described in the rubric.

Student's name :
 Class :

Generic Struktur : Recount					
1.	The first part of the text contains an orientation; background information about what, when, where, who, and why.	1	2	3	4
2.	The middle part contains records of events chronologically.	1	2	3	4
3.	The last part contains a comment to evaluate the signiificance of the event	1	2	3	4
Content					
4.	The text uses vocabularies relevant to the idea of the text.	1	2	3	4
Communaction					
5.	The text uses past tense and time connectives (connectors).	1	2	3	4
Writteren Features					
6.	The text uses good sentence construction and conjunction.	1	2	3	4
7.	The text uses good spelling and punctuation.	1	2	3	4
8.	The text has good grammar accuracy (i.e. tenses, subject-verb agreement).	1	2	3	4

$Total\ Score = \frac{Sum\ of\ score}{32}$	
Notes :	
.....	
.....	
.....	
.....	
.....	

B. PENGAYAAN DAN REMEDIAL

1. Pengayaan

- Pengayaan diberikan untuk menambah wawasan peserta didik mengenai materi pembelajaran yang dapat diberikan kepada peserta didik yang telah tuntas mencapai kompetensi dasar (KD)
- Pengayaan dapat di tagihkan atau tidak ditagihkan, sesuai kesepakatan dengan peserta didik.
- Berdasarkan hasil analisis penilaian, peserta didik yang sudah mencapai ketuntasan belajar diberi kegiatan pembelajaran pengayaan untuk perluasan atau pendalaman materi.

2. Remedial

- Guru melakukan analisa dari hasil pembahasan relesksi peserta didik dan dari hasil penilaian untuk menentukan remedial teaching.
- Guru dapat meminta dan menunjukkan peserta didik untuk melakukan *independent remedial learning*.

Mengetahui,
Kepala Sekolah

.....
NIP.

Banda Aceh, 28 November 2023

Guru Mata Pelajaran

Wiwi Andika

LAMPIRAN-LAMPIRAN

KURIKULUM MERDEKA

Nama Penyusun	: Wiwi Andika
Satuan Pendidikan	: SMP Negeri 3 Teluk Dalam
Kelas / Semester	: VIII/Genap
Mata Pelajaran	: Bahasa Inggris
Alokasi Waktu	: 3 JP (90 Menit)
Tahun Pelajaran	: 2023-2024
Elemen Mapel	: Menyimak - Berbicara
Fase	: D
Capaian Pembelajaran	: Peserta didik menggunakan Bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal.

Lampiran 1 : Lembar Kerja Peserta Didik (LKPD)

LKPD adalah panduan dalam melakukan aktivitas pembelajaran, yaitu:

Kelas/Semester : VIII /
 Mata Pelajaran :
 Hari/Tanggal :
 Nama siswa :
 Materi pembelajaran :

A. Penilaian Pembelajaran 1

Lampiran 2 : Bahan Bacaan Guru Dan Peserta Didik

“Have you heard of makeup?”

I threw her a glance. She came to me in the morning, waiting for the class to begin. “You’d look prettier with makeup on.” She looked at me intently; her eyes were scanning every inch of my face.

Every dent, every scratch, every line.

Every law.

Suddenly, all the words I had made friends with throughout my life vanished. I didn't say anything to her for a solid minute, I didn't know what to say.

"Yeah, I know," I inally managed.

She turned away to do her work, humming a song that was overplayed by the radio. Apparently, not aware of how much her words had hurt me.

Dear girl who I sat next to for one music class. Maybe someday I'll carefully conceal my dents, my scratches, my lines. Maybe someday I'll "prettify" my face. Maybe someday, but for now, I'll learn how to embrace every imperfection, law, and part of me that needs to be painted away.

Maybe someday

Learning to express opinions

Expressing opinions is important in a discussion. It is a skill that we can use to argue our position on issues, such as whether or not to wear makeup, or just to express simple likes and dislikes about ideas such as hobbies, favorite food, and games.

There are many useful phrases to express opinions. Some of the most common expressions are:

No	Expressing Opinions With 'I'	Other Expressions
1	I think (that)	In my view
2	Personally, I think (that)	In my opinion
3	I believe (that)	According to me.....
4	I am sure (that)	From my point of view

We can use the expressions in Table 5.1 to express our opinions. Have a look at the following examples:

I think swimming helps you to stay healthy.	In my opinion, swimming helps you to stay healthy.
I believe English is easy to learn.	In my opinion, English is easy to learn.
I'm sure that Galang will win the game.	From my point of view, Galang will win the game.

Now try to do the following practice exercise about giving opinions with the situations given.

No	Situations	Opinions
1	Watching Korean Drama	Personally, I think ...
2	Using social media	In my opinion ...
3	Wearing whitening beauty products	I believe (that) ...
4	Playing online games	From my point of view ...
5.	Having acne breakouts	I am sure ...

A. Part 1

One Friday afternoon on Gang Pelita, a small street where very few cars passed by, Bayu drew lines with a piece of stone to create a soccer field. When the field was drawn, the kids were grouped into two teams then they took their positions. Mirza, Abay, and Siti were one team, taking the left side of the field. Raka, Amelia, and Pitra were on the other team. While everyone was so eager to defend and score, Mirza was not sure about his role as a keeper. He ran left, then to the right, clumsily leaving the goal area empty. The next thing he knew, the other team already scored.

They took some rest under the shade of a tall building on the street.

"You were no use, Mirza. You can't play football," Siti said.

"I think he guarded the goal area well," replied Bayu.

"But he didn't know what to do in the game. He was just running here and there," Siti said sternly.

Mirza didn't say anything. He kept silent. It was not the first time Siti talked like that.

B. Part 2

The next afternoon, Mirza played with his plastic soccer ball in his bedroom. He kicked the black and white striped ball hard to the wall. His mother got annoyed by the sound. She came to his room and saw what was going on.

"You always make noises with that ball. Can't you just play outside?" said his mother from the doorway.

"I want to, but ..." Mirza replied hesitantly. "Go play outside with your friends!" his mother ordered.

But, Mirza didn't go out that day. He stayed at home for the rest of the day. He wished his dad were home and played soccer with him.

The next Sunday morning, Mirza sat next to his mother who was busy with boxes of clothes. His mother worked as an assistant for an Goal Goal shop that selling kids' clothing.

"Mum, can I join Winners football club?"

"Do you really have to join the club?"

"Yes. I need a coach to train me to play soccer. This is a good soccer club, Mum."

"But you know our financial condition," whispered his mother.

"But this is important for me," Mirza looked down at the floor.

"There's a community football club here. I heard Pak RT was looking for children to join the club," said his mother. Mirza thought about it for a moment. It was not a bad idea after all.

C. Part 3

The next day, he joined the soccer club. He promised to train hard. He wanted to become a great soccer player and helped his team win. However, he could not play well at the club. He always failed to keep the goal area. He was very sad and almost gave up. Pak RT came to him and suggested that he should try other positions. After trying some positions, he found that being a midfielder was the best position for him.

A month later, there was a mandatory soccer match in that region. Mirza was grouped with Siti, Abay, Raka, Amelia, and Pitra. At first, they underestimated Mirza's skills, but he proved them wrong. He helped his team to win as a midfielder. He could pass the ball accurately so that Siti, the forward, could score for the team. Everyone cheered for Mirza, including Siti.

"I'm sorry for underestimating you, Mirza. I should not have pushed you to be a goalkeeper. You are such a great midfielder!" praised Siti. Mirza smiled and said "That's okay. Let's practice together to become a better team."

Lampiran 3 : Glosarium

agree, share, wear, advertisement, beauty, savings, perfect, at all, beauty care, by the way, just the way we are, no laws.

Lampiran 4 : Daftar Pustaka

-
- Buku paket Bahasa Inggris kelas VIII.
 - Internet (Google Cendekia, Youtube dan situs ilmu guru.org)

Mengetahui,
Kepala Sekolah

.....
NIP.

Banda Aceh, 28
November 2023

Guru Mata
Pelajaran

Wiwi Andika

**LEMBAR KERJA PESERTA DIDIK
(LKPD)**

A. Identitas

Nama :
Satuan Pendidikan : Smp Negeri 3 Teluk Dalam
Kelas/Semester : VIII/Genap
Mata Pelajaran : Bahasa Inggris
Materi Pembelajaran : Ask For And Give Opinions
Hari/Tanggal :

B. Soal

- 1. WRITE SENTENCE TO DESCRIBE THE PICTURE OR YOUR EXPERIENCE WITH THE PICTURE BELOW**



Gambar 1

Jembatan Pelangi Desa Bulu Hadek

**2. WRITE SENTENCE TO DESCRIBE THE PICTURE OR YOUR EXPERIENCE
WITH THE PICTURE BELOW**



gambar 2

Makam tgk diujung

Handwriting practice area with 15 horizontal dotted lines on a gray background.

3. WRITE SENTENCE TO DESCRIBE THE PICTURE OR YOUR EXPERIENCE WITH THE PICTURE BELOW

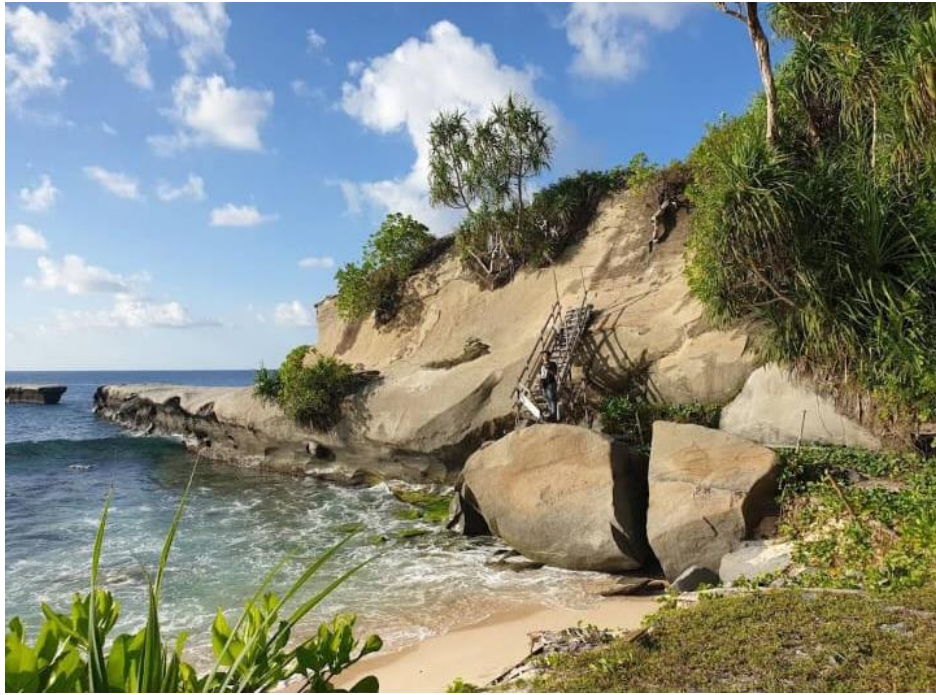


gambar 3

Air Terjun Putra Jaya

[illegible]

4. WRITE SENTENCE TO DESCRIBE THE PICTURE OR YOUR EXPERIENCE WITH THE PICTURE BELOW



gambar 4

Batu Siambung-ambung/Batu Alafan