

The Effectiveness of Using the Show and Tell (S&T) Method in Vocabulary Learning Among Seventh-Grade Students at MTs Qamarul Huda Bagu In Academic Year 2024/2025

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Abstract: *This study investigates the effectiveness of the Show and Tell (S&T) method in enhancing vocabulary mastery among seventh-grade students at MTs Qamarul Huda Bagu. Employing a quasi-experimental design, the research compared an experimental group taught using the S&T method and a control group taught with conventional methods. Data were collected through pre-tests, post-tests, and classroom observations. The findings revealed that the experimental group showed a significant improvement in vocabulary scores, with a gain score of 20.7 compared to 9.5 in the control group. Statistical analysis confirmed that the difference was significant ($t\text{-count} = 4.02 > t\text{-table} = 2.00, p < 0.05$). Observations further indicated that students in the experimental group demonstrated higher participation, confidence, and contextual use of vocabulary. These results suggest that the S&T method is an effective approach to improving vocabulary learning, fostering student-centered, engaging, and meaningful language acquisition.*

Keywords: *Show and Tell method, vocabulary mastery, quasi-experimental research, student-centered learning, English education.*

Abstrak: Penelitian ini menyelidiki efektivitas metode Show and Tell (S&T) dalam meningkatkan penguasaan kosakata siswa kelas tujuh di MTs Qamarul Huda Bagu. Dengan menggunakan desain kuasi-eksperimental, penelitian ini membandingkan kelompok eksperimen yang diajar menggunakan metode S&T dan kelompok kontrol yang diajar dengan metode konvensional. Data dikumpulkan melalui tes awal, tes akhir, dan observasi kelas. Temuan penelitian menunjukkan bahwa kelompok eksperimen menunjukkan peningkatan skor kosakata yang signifikan, dengan skor gain sebesar 20,7 dibandingkan dengan 9,5 pada kelompok kontrol. Analisis statistik mengonfirmasi bahwa perbedaan tersebut signifikan ($t\text{-hitung} = 4,02 > t\text{-tabel} = 2,00, p < 0,05$). Observasi lebih lanjut menunjukkan bahwa siswa dalam kelompok eksperimen menunjukkan partisipasi, kepercayaan diri, dan penggunaan kosakata kontekstual yang lebih tinggi. Hasil ini menunjukkan bahwa metode S&T merupakan pendekatan yang efektif untuk meningkatkan pembelajaran kosakata, mendorong pemerolehan bahasa yang berpusat pada siswa, menarik, dan bermakna.

Kata kunci: Metode Show and Tell, penguasaan kosakata, penelitian kuasi eksperimen, pembelajaran berpusat pada siswa, pendidikan bahasa Inggris.

1. INTRODUCTION

English has long been recognized as a global language and is widely taught as a compulsory subject across Indonesian schools, from junior high to university levels. Vocabulary plays a vital role in language acquisition, as it is the foundation of communication and comprehension. However, vocabulary teaching in many schools often relies on traditional methods such as memorization and dictionary use, which fail to provide students with meaningful contexts for applying new words [1].

Preliminary observations at MTs Qomarul Huda Bagu revealed that seventh-grade students faced several challenges in vocabulary learning. They often relied heavily on dictionaries, struggled with pronunciation, and lacked motivation to master word meanings. Traditional teaching approaches provided limited opportunities for practical language use, resulting in poor retention and low confidence in communication [2].

To address these issues, innovative teaching strategies that emphasize active participation and contextual learning are required. One promising approach is the Show and Tell (S&T) method, in which students present and describe objects or experiences to their peers. This method enables learners to connect vocabulary to real-life situations, thereby promoting engagement, retention, and communicative competence [3].

Prior studies have supported the effectiveness of interactive methods such as Show and Tell in enhancing language skills. Research by Anwar (2013) and Nasrudin (2015) showed that this approach not only improves students' vocabulary and speaking abilities but also fosters confidence and motivation [4], [5]. Against this background, this study investigates the effectiveness of the S&T method in improving vocabulary mastery among seventh-grade students at MTs Qomarul Huda Bagu.

2. RESEARCH METHOD

2.1 Research Design

This study employed a quasi-experimental design with two groups: an experimental group taught using the S&T method and a control group taught using conventional vocabulary instruction. Both groups were given pre-tests and post-tests to

measure progress.

2.2 Participants and Sample

The population consisted of seventh-grade students at MTs Qomarul Huda Bagu in the 2025/2026 academic year (N = 581). Using purposive sampling, VII-A (28 students) was assigned as the experimental group, while VIII-B (30 students) served as the control group.

2.3 Instruments

The main instrument was a vocabulary test containing 25 items (15 puzzles and 10 essay questions) administered both before and after treatment. An observation checklist was also used to assess participation, confidence, pronunciation, and vocabulary use.

2.4 Data Collection Procedures

Pre-test administered to both groups. Six treatment sessions conducted in the experimental class using the S&T method (students brought objects and described them in English). Control class taught conventionally with vocabulary lists and memorization tasks. Post-test administered after treatment. Observations recorded throughout.

2.5 Data Analysis

Scores were analyzed using descriptive statistics (mean, gain score, standard deviation) and inferential statistics (independent sample t-test). Observation data were analyzed qualitatively to support quantitative findings [6].

3. RESULT AND DISCUSSION

3.1 Pre-Test and Post-Test Results

Table 1. Statistic Analysis

Group	N	Pre-Test Mean	Post-Test Mean	Gain Score	SD
Experimental	28	62.5	83.2	20.7	7.6
Control	30	60.8	70.3	9.5	6.9

Interpretation: Students in the experimental group improved by 20.7 points, while the control group only gained 9.5 points.

3.2 Distribution of Post-Test Scores

Table 2. Experimental and Control

Category	Experimental (n=28)	Control (n=30)
Excellent	28.6%	6.7%
Good	50%	33.3%
Fair	17.9%	40%
Poor	3.5%	20%

The data indicate that more students in the experimental group achieved higher categories than those in the control group.

3.3 Statistical Analysis

The t-test result ($t = 4.02$, $df = 56$, $p < 0.05$) confirmed a significant difference between the experimental and control groups. Thus, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted, indicating that the S&T method effectively improved students' vocabulary mastery.

The findings align with prior research emphasizing the benefits of student-centered and interactive methods in language learning [3], [4]. Students in the experimental group not only achieved higher scores but also demonstrated increased confidence, engagement, and contextual vocabulary use. These outcomes suggest that the S&T method promotes meaningful learning by integrating language with real-life experiences, consistent with constructivist principles [5].

4. CONCLUSION

This study concludes that the Show and Tell method significantly improves vocabulary mastery among seventh-grade students at MTs Qomarul Huda Bagu. Students taught with the S&T method achieved higher gains, better engagement, and greater confidence compared to those taught through conventional memorization

methods. The findings confirm that interactive, student-centered approaches are more effective in vocabulary learning.

5. CLOSING STATEMENT

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