
The Use of Show and Tell Strategy in Teaching Vocabulary of The 7th Grade Students at SMPN 3 Pujut

Sulis Mai Fitriana*, Nawawi, Lalu Jaswadi Putera, Boniesta Zulandha Melani

English Education Department, Faculty of Teacher Training and Education, University of Mataram, 62 Majapahit St, Mataram, West Nusa Tenggara, 83125, Indonesia

*Corresponding Author: sulismaifitriana@gmail.com

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Abstract: This research discusses about teaching of vocabulary using (S&T) strategy of the 7th-grade students at SMPN 3 Pujut. Vocabulary is an important part of the English learning process; however, some students, especially those in 7th grade, experience difficulties in understanding and using vocabulary in daily conversations. They have trouble remembering words, combining words into sentences, are bored with classical teaching methods, lack motivation, and self-confidence. Therefore, a new, more interesting learning strategy is needed for helping students in the learning process. The researcher will try to apply the learning strategy through the Show and Tell strategy to 7th-grade students at SMPN 3 Pujut. One of the purposes of this study is to determine whether there is a significant difference between students taught vocabulary by the Show and Tell strategy and students taught using the conventional strategy, to know how effective the Show and Tell strategy is for 7th-grade students at SMPN 3 Pujut. This research uses a quasi-experimental design with a quantitative approach, conducted with pre-tests and post-tests. The experimental class consisted of 28 students, and the control class also had 28 students. The pre-test included 10 multiple-choice questions and 5 fill-in-the-blank questions, and the post-test had the same format. Data collection was conducted through a series of vocabulary tests and analysis by SPSS version 25. This included independent sample t-tests, normality test, and homogeneity tests. The research findings showed a fairly significant increase in scores in the experimental class, from an average pretest score of 61.07 to 89.10 in the posttest. Meanwhile, a similar increase occurred in the control class, although not as significant, with an average pretest score increasing the value is 63.92 to 84.28. The t-test results ($t_0 = 2.024$; $p = 0.048 < 0.05$) there is a significant difference between the two groups. In conclusion, the implementation of the Show and Tell strategy is significantly effective in improving students' vocabulary skills while making the learning process more contextual, interactive, and enjoyable.

Keywords: Experiment research, English Language Teaching, Junior High School Students, vocabulary mastery, Show and Tell Strategy,

INTRODUCTION

As an international language, English plays a very important role as a means of communication and in daily life as well as in the academic world. According to Sobari et al. (2004), foreign languages are taught in Indonesia starting from junior high school up to higher education and are already included as compulsory subjects tested nationally. Among the main components of learning English, vocabulary mastery is very crucial because without an adequate vocabulary, students will

have difficulty expressing and understanding ideas effectively. However, teaching vocabulary still remains a challenging task for teachers because it requires the right and engaging strategies so that students can effectively acquire and retain new vocabulary.

At the beginning of the observation at SMPN 3 Pujut, several obstacles faced by 7th-grade students in mastering vocabulary were revealed. Most of them showed low motivation in memorizing vocabulary and relied on dictionaries without the presence of long-term memory, as well as mispronunciations. Teachers still often

use conventional strategies that make the learning process feel boring and passive. This finding aligns with Allen's (1983) opinion that a lack of motivation, low self-confidence, and ineffective teaching methods can hinder vocabulary learning progress. The key aspects related to successful vocabulary learning is motivation. A teaching approach that increases student engagement and then strives to build their self-confidence is crucial. Gardner (1985) suggested that students' loss of interest and also motivation in learning can be caused by monotonous learning activities. Therefore, Nation (2001) emphasized that a method combining intentional and incidental learning is more effective in vocabulary learning. Furthermore, according to Jenkins (2000), pronunciation errors can result in misunderstandings and hinder communication if not handled appropriately. Conventional memorization methods are also considered less capable of fostering meaningful engagement in learning. Conversely, Krashen (1985) argued that rather than simply focusing on memorization, language learning should be more contextual and communicative.

To address these challenges, the application of more varied learning strategies, focusing on interactive and contextual activities, is crucial. Therefore, one method considered effective is Show and Tell (S&T) strategy, which aligns with communicative and task-based learning approaches. According to Gordon and Harel (2011) explain that Show and Tell can motivate and promote active learning because students are asked to describe real-world objects using English vocabulary. Thus, this strategy combines speaking, pronunciation, and comprehension practice in meaningful contexts. Kolb (2014) and Schmitt (2014) similarly argue that experiential and contextual learning play a significant role in enhancing long-term memory because students directly experience, reflect on, and apply new vocabulary in real-life situations.

METHODS

This study used a quasi-experimental design with a pre-test-post-test control group model to determine how effective the use of the Show and Tell (S&T) strategy is in enhancing students' vocabulary mastery. According to Sugiyono (2019), a quasi-experimental design is suitable when random assignment of participants is not possible, although the researcher can still control certain variables that may affect the results. The population in this study consisted of seventh-grade students at SMPN 3 Pujut,

totaling 144 students, divided into five classes: Class 7A with 29 students, Class 7B with 29 students, Class 7C with 28 students, Class 7D with 30 students and Class 7E with 28 students. The sample in this study was taken using purposive sampling; researcher selected Classes 7C and 7E as the samples because, based on observation results, these classes experienced the most difficulties in understanding and applying vocabulary in speaking and writing. This statement has also been confirmed by the 7th-grade English teacher; he also suggested conducting research in these two classes: 7C as the experimental group and 7E as the control group.

Table 1. Research Design

| | | | |
|---|----|---|----|
| E | 01 | X | 02 |
| C | 03 | | 04 |

Explanation

- E: experimental class.
- C: control class.
- O1: The pre-test score of the experimental class.
- O3: The pre-test score of the control class.
- X: The treatment applied to the experimental class through the Show and Tell (S&T) strategy.
- O2: Post-test score of the experimental group
- O4: Post-test score of the control group (Sugiyono, 2013)

Instrument

The main research instrument is a vocabulary test these are 15 items (5 essay question and 10 multiple-choice questions). This test was administered as the pre-test and post-test to determine the extent of students' improvement after the treatment. The pre- and post-test discussions focused on nouns found in the school environment and common verbs used in school activities. The test items were adapted from the English syllabus and underwent a validation process by two experts from the Department of English Language Education to ensure content validity. The validation process included reviewing the content, structure, and clarity of the test instructions to make sure that each item comprehensively and accurately measured the desired feature of vocabulary mastery, including meaning, spelling, and context of use. This

process also involved obtaining feedback from the experts regarding the level of difficulty, appropriateness of the language, and relevance of the test items to students' learning objectives.

The data collection process in this research is crucial. Data collected will be used to test hypotheses formulated in this study. Generally, several data collection techniques can be applied and are needed, including:

Pre-test

Before given the treatment, the researcher will give the pre-test to make sure students' vocabulary mastery related to the material to be taught during the treatment. This test was intended to assess initial abilities and was therefore administered before teaching through the Show and Tell method. First, the researcher can administered the pre-test to assess students' vocabulary skills, focusing on nouns and adjectives in the school environment. The results of this test provided information regarding the students' prior knowledge and understanding before the treatment.

Treatment

The treatment in this study was designed through a structured process aimed at improving students' vocabulary mastery. A series of sessions was conducted over four meetings: (1) studying nouns related to objects and places in the school environment, (2) studying verbs found in the school environment, (3) combining nouns and verbs and then trying to construct sentences collectively in pairs, and (4) administering an affirmative test to assess students' understanding. The control class, on the other hand, was designed to adhere to conventional teaching methods; they studied the same material—namely, nouns, verbs, and sentence construction—with different techniques including explanatory exercises, repetition, memorization, and word translation. The test concluded with a formative test.

Post test

After the treatment, The post-test was administered, namely after implementation of the Show and Tell (S&T) strategy. This test was intended as a final evaluation to determine and assess whether there had been an improvement in students' English vocabulary skills. post-test was similar with the pre-test and measured students'

vocabulary mastery, but differed in that it was administered after receiving the instructional procedure. By comparing the results of the two tests, the researchers assessed the effectiveness of the (S&T) Strategy in enhance students' vocabulary mastery.

Data Analysis

Data analysis in this study were analyzed using SPSS software, following the guidelines outlined by Pallant (2020). This analysis aimed to determine the effectiveness of the Show and Tell (S&T) strategy in improving students' vocabulary by comparing and analyzing pre-test and post-test outcome from the class of experiment and class of control.

Before testing the hypotheses, several introductory analyses were conducted to ensure the validity of the statistical procedures used. The Normality tests were conducted through the Kolmogorov–Smirnov method, and the results showed that the significance value for both groups was higher than 0.05, indicating that the data were normally distributed. The homogeneity of variance test using Levene's test showed the same result, with a significance value above 0.05, thus concluding the data were homogeneous. Therefore, the use of parametric statistical tests was deemed appropriate. Once these prerequisites were met, The Independent Samples t-test was conducted to determine whether there was a significant difference in vocabulary mastery between the two experimental groups. In addition, the paired sample t-test was applied to each group to identify the level of improvement between pre-test to post-test.

FINDINGS AND DISCUSSION

Findings

This study found that teaching using show and tell strategy was proven to the improvement of students' vocabulary mastery. In the experimental class given treatment using the show and tell strategy, consisting of 28 students, their average score was increased from value 61.07 in the pre-test to 89.10 in the post-test, an increase of 28.03 points. Meanwhile, in the control class given treatment with the concentration strategy, their average score also increased from 63.92 to 84.28, an increase of 20.36 points. So, although both classes experienced improvement, the experimental class taught using S&T indicated more significant improvement than the control class.

After conducting a hypothesis test, the researcher ensured that the test assumptions were met through a normative test. This study, the Kolmogorov-Sminorv test was used because the sample size was more than 50 students. Since the significant values in both tests for both groups were >0.05 , the data can be declared normal and homogeneous, we can continue to parametric tests such as the independent sample t-test can be used.

Before conducting the hypothesis test, the researcher conducted a preliminary analysis to ensure that the data met the assumptions of the parametric test. This analysis included a normality test using the Kolmogorov–Smirnov method and a homogeneity test using Levene's Test. The results of both tests showed a significance value of more than 0.05, which means the data were normally distributed and homogeneous. Thus, the use of parametric tests normally distributed. Next, the homogeneity of variance was examined using

Levene's Test, which also produced a significance value above 0.05, confirming that the data were homogeneous. These results justified the use of parametric tests, such as the Independent Sample t-test and Paired Sample t-test, to analyze the differences and improvements in students' vocabulary mastery. Before conducting the hypothesis test, both normality and homogeneity assumptions were examined.

Normality Test

To verify whether the data followed a normal distribution, a normality test was carried out as a prerequisite for conducting the T-test. Given that the total number of participants was 56, the Kolmogorov-Smirnov test was chosen due to the relatively large sample size. The interpretation criteria were as follows:

If Sig. > 0.05, H_0 was accepted → the data were normal.

If Sig. < 0.05, H_0 was rejected → the data were not normal.

Table 2. Normality Test

| | kelas | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | |
|--------|------------------------------|---------------------------------|----|-------|--------------|----|
| | | Statistic | df | Sig. | Statistic | df |
| Result | pretest experimental class | .164 | 28 | .051 | .936 | 28 |
| | post test experimental class | .133 | 28 | .200* | .921 | 28 |
| | pretest control class | .160 | 28 | .065 | .894 | 28 |
| | post test control class | .151 | 28 | .102 | .919 | 28 |

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

a. Lilliefors Significance Correction

Based on the data, the pre-test results for the experimental class showed $p \geq \alpha$ ($0.051 \geq 0.05$), and the control class also showed $p \geq \alpha$ ($0.065 \geq 0.05$) according to the Kolmogorov-Smirnov test. This indicated that the pre-test scores in both classes were normally distributed. Similarly, the post-test results showed that the experimental class had $p \geq \alpha$ ($0.200 \geq 0.05$) and the control class had $p \geq \alpha$ ($0.102 \geq 0.05$). This also indicated a normal distribution of the post-test data in both classes.

Homogeneity Test

After conducting the normality test using the Kolmogorov-Smirnov strategy, a

homogeneity test was carried out to determine whether the data had equal variances across groups. This step was essential to ensure that the assumption of homogeneity was met before applying further parametric tests. The analysis was performed using SPSS software. The hypotheses for the homogeneity test were defined as:

H_0 : The data have equal (homogeneous) variances.

H_a : The data have unequal (non-homogeneous) variances.

The decision rule was based on the significance level (Sig.):

Table 3. Test of Homogeneity of Variance
Test of Homogeneity of Variance

| | Levene Statistic | df1 | df2 | Sig. |
|---|---------------------|-----|--------|-------|
| Result Based on Mean | .031 | 1 | 54 | .860 |
| Based on Median | .000 | 1 | 54 | 1.000 |
| Based on Median and with adjusted df | .000 | 1 | 53.243 | 1.000 |
| Based on trimmed mean | .013 | 1 | 54 | .908 |

Based on the table showed that the significance value based on the mean was 0.860, which was greater than the 0.05 threshold. This indicated that the variances of the experimental and control groups were statistically similar. As a result, it was concluded that the data from both groups were homogeneous and met the assumption of equal variances required for further parametric analysis.

Independent Sample T-Test

The independent samples t-test was performed to examine whether there was a significant difference in vocabulary mastery between the experimental and control groups following the treatment. Prior to the analysis, Levene’s Test for Equality of Variances was applied to verify the assumption of equal variances. As the obtained significance value (Sig.) exceeded 0.05, the results were interpreted based on the “Equal variances assumed” row of the t-test output.

Table 4. Independent Sample T-Test

| | | Levene's Test for Equality of Variances | | Independent Samples Test | | | | | | |
|-------|-----------------------------|---|------|--------------------------|--------|-----------------|-----------------|-----------------------|---|-------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| hasil | Equal variances assumed | 1.375 | .246 | 2.024 | 54 | .048 | 4.821 | 2.382 | .046 | 9.596 |
| | Equal variances not assumed | | | 2.024 | 51.304 | .048 | 4.821 | 2.382 | .041 | 9.602 |

The results of the Independent Samples t-test are shown in the table above. Based on Levene’s Test for Equality of Variances, the significance value was 0.246, which is greater than the threshold of 0.05. This indicates that the variances between the experimental and control groups were not significantly different, meaning the assumption of homogeneity of variance was met. Therefore, the row labeled “Equal variances assumed” was used for interpreting the t-test. The t-test yielded a t-value (t_0) of 2.024 with degrees of freedom (df) = 54 and a significance level (2-tailed) of 0.048. Since the p-value (0.048) is less than 0.05, the result is statistically significant. Thus, the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected.

This means that there is a significant difference between the post-test scores of the experimental and control groups. The mean difference was 4.821, indicating that the experimental group outperformed the control group by this amount. The 95% confidence interval for the difference in means ranges from 0.046 to 9.596, which does not include zero—further supporting the conclusion that the difference is statistically significant.

Discussion

The research was conducted to examine the effectiveness of the Show and Tell (SAT) strategy in teaching vocabulary to seventh-grade students at SMPN 3 Pujut. In line with the research questions, the investigation focused on:

(1) whether there is any significant difference in vocabulary mastery of seventh-grade students at SMPN 3 Pujut when taught using the Show and Tell strategy compared to conventional strategies, and (2) whether the Show and Tell strategy is effective for teaching vocabulary to seventh-grade students at SMPN 3 Pujut. The findings, based on the statistical analysis of pre-test and post-test results, revealed that there was a significant difference between the students taught with the Show and Tell strategy and those taught conventionally. Moreover, the results confirmed that the Show and Tell strategy was effective in improving students' vocabulary mastery.

Focusing on the first research question, data analysis shows that there is a difference between the control class and the experimental class. The average student score in the experimental class was 61.07 on the pre-test and then increased to 89.10 on the post-test, indicating an improvement of 28.03 points. Meanwhile, the control class also experienced an increase, from an average score of 63.29 on the pre-test to 84.28 on the post-test, showing an improvement of 20.36 points. In conclusion, both groups experienced improvement; however, statistically, the class taught using the show-and-tell approach or strategy showed more significant results in students' vocabulary mastery. The t-sample test results show that the t-value is 2.024 and the P-value is 0.048, thus it can be concluded that the difference is significant at the 0.05 confidence level. Thus, the null hypothesis (H₀) is rejected and the alternative hypothesis is accepted, indicating that the use of the show and tell strategy is more influential than the use of the conventional strategy.

Based on the second research question, the effectiveness of the show and tell strategy is also proven by seeing the increase in the average score of the experimental class students and also most of the students achieved high scores, some even got a score of 100. From the findings above, it shows that (S&T) is very helpful for students in facilitating vocabulary mastery. (S&T) which involves students directly in the learning process such as describing objects, or describing images around them assisted by direct image media. This has a big influence on students' memory, where usually students will easily remember something they do happily than a passive classroom atmosphere that makes students quickly bored.

Unlike conventional strategies that often rely on memorization and are more passive, the show and tell strategy presents more engaging

learning activities, allowing students to express themselves more freely and building self-confidence. The class will certainly feel more enjoyable. Based on Wright's (1989) opinion, it states that the activity of connecting new words with visual references can strengthen long-term memory. The findings of this study are also in line with Sari et al. (2021) who showed that the show and tell strategy has been proven to improve students' vocabulary skills. This can be seen from the average score in the pre-test of 61.03, increasing to 80.37 in the post-test. This is in line with the results of this study. Several other studies in the field of language education also state that learning activities that integrate visual elements and student involvement are proven to be more effective than using other strategies that only focus on the teacher without directly involving students. Thus, the results of this study strengthen the view that direct and active student involvement during the learning process can produce deeper vocabulary and meaning.

In this context, the show and tell strategy can be explained through several pedagogical considerations. First, students will be more active during the learning process because they will not only receive therapeutic information but also act as information channels and deliver the material. Second, this learning also emphasizes contextual learning where vocabulary is focused on objects and experiences, making it easier for students to remember the meaning. Third, S&T can make interactions between students more active through presentations and collaboration between students, allowing them to gain broader vocabulary knowledge. Finally, S&T also accommodates various learning styles, the most important of which are visual and auditory, which are combined through speaking and listening, as well as the use of visual elements. All of the above aspects make show and tell one of the strategies that is considered effective in helping students, especially in vocabulary learning. Show and tell strategy differs from conventional strategy, where conventional strategy relies more on memorization and the learning process is more focused on the teacher, while show and tell strategy gives students the opportunity to practice expressing themselves more freely, freely expressing their opinions, trying to describe an object and increasing enthusiasm and motivation to learn as well. This is the same as Wright's opinion (1989) who stated that the activity of connecting new words with visual references can make memory last longer. The interactive nature of show and tell can also help students become more confident and brave in communicating, and

students will also be quicker in understanding the material given. There are several previous findings that are in line with this study, one of which is according to Sari et al. (2021) found that the use of show and tell strategy is effective to improve students vocabulary skills. We can see from the average score of students, from 61.03 to 80.37. This study demonstrates how effectiveness of the Show and Tell strategy in vocabulary learning and offers important implications for English language teaching. Teachers are advised to use a student-centered approach that emphasizes active participation to make learning more meaningful and increase motivation. However, this study was limited to a single school with a limited number of participants and duration, so the results should be interpreted with caution as part of a broader understanding of vocabulary teaching.

Although these findings are positive and stated to be effective, there are several limitations that need to be considered. This study was only conducted at SMPN 3 PUJUT, and the limited number of participants makes the results not generalizable to other contexts. Show and Tell also focuses on vocabulary mastery without examining other language skills such as grammar, reading, and writing, which may also have the potential to be improved using this strategy. Therefore, although these findings are effective, they should be interpreted with caution, as some broader understanding of comprehension learning.

To achieve optimal results, it is recommended to use a larger and more diverse sample to obtain more valid and general results. Furthermore, longitudinal studies are needed to assess the sustainability of vocabulary and compare it with other communication strategies to assess its effectiveness. Therefore, further research on show and tell is urgently needed to strengthen and expand the findings of this study, increasing the ability to use a broader and more effective vocabulary.

CONCLUSION

This study has the main objective of examining whether there are differences in outcomes between the two classes, as well as determining whether the show and tell method is effective in teaching vocabulary, making it suitable and beneficial to be applied in the learning process. The findings of this study clearly indicate that there is a

significant difference between the two groups, as evidenced by the average scores in the experimental class increasing from 61.07 to 89.10. in the control group, an increase was also observed from an initial average of 63.92 to 84.28. Based on the data above, it can be concluded that both classes experienced improvement after receiving the treatment, whether using the show and tell strategy or conventional strategies. However, although both showed improvement, the experimental class using the show and tell strategy experienced a statistically more significant increase compared to the control class. It can finally be concluded that the Show and Tell strategy is considered effective and capable of improving students' vocabulary mastery.

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