

THE EFFECT OF THE SHOW AND TELL METHOD ON STUDENTS' VOCABULARY SKILLS AT THE TENTH GRADE OF SMKS RAKSANA 2 MEDAN

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ABSTRAK

Penelitian ini mengkaji isu kritis dalam kemampuan bahasa Inggris di kalangan siswa kelas sepuluh di SMKS Raksana 2 Medan, khususnya mereka yang mengikuti program Otomasi dan Tata Kelola Perkantoran (OTKP). Penelitian ini membahas apakah Metode Show and Tell (S&T) memengaruhi keterampilan kosakata siswa, dengan tujuan utama untuk menentukan dampak metode ini terhadap perolehan kosakata bagi siswa kelas X OTKP. Dengan menggunakan pendekatan eksperimental, penelitian ini akan membandingkan keterampilan kosakata antara siswa yang diajar menggunakan metode Show and Tell versus metode tradisional, menilai pengetahuan melalui tes pra dan pasca yang difokuskan pada kata benda yang terkait dengan administrasi kantor, peralatan, dan kegiatan yang relevan dengan kurikulum OTKP. Hasil yang diharapkan menunjukkan peningkatan signifikan dalam keterampilan kosakata di kalangan siswa yang terpapar Metode Tunjukkan dan Ceritakan, yang menunjukkan efektivitasnya untuk meningkatkan perolehan kosakata dalam konteks sekolah kejuruan. Berdasarkan analisis data dengan menggunakan uji-t diperoleh Thitung sebesar 3,62 pada taraf signifikan 5% dan Ttabel sebesar 2,048 yang berarti Thitung > Ttabel. Artinya H₀ ditolak dan H_a diterima. Artinya bahwa Metode Show And Tell berpengaruh secara signifikan terhadap kemampuan kosakata pada siswa kelas X OTKP (Office Automation and Governance) SMKS Raksana 2 Medan.

Kata Kunci: Keterampilan Kosakata Bahasa Inggris, Metode Tunjukkan dan Ceritakan.

ABSTRACT

This research examines a critical issue in English language proficiency among tenth-grade students at SMKS Raksana 2 Medan, particularly those in the Automation and Office Governance (OTKP). The research addresses whether the Show and Tell (S&T) Method affects students' vocabulary skills, with the primary objective of determining this method's impact on vocabulary acquisition for grade X OTKP students. Employing an experimental approach, the study will compare vocabulary skills between students taught using Show and Tell versus traditional methods, assessing knowledge through pre- and post-tests focused on nouns related to office administration, equipment, and activities relevant to the OTKP curriculum. The anticipated results are expected to demonstrate significant improvement in vocabulary skills among students exposed to the Show and Tell Method, suggesting its effectiveness for enhancing vocabulary acquisition in a vocational school context. Based on the data analysis by using t-test, it was found that Tcount was 3.62 at 5% significant level, and the Ttable was 2.048 it means that Tcount > Ttable. It means that H₀ was rejected and H_a was accepted. It means that The Show And Tell Method significantly affects vocabulary skills, at the 10th grade OTKP (Office Automation and Governance) SMKS Raksana 2 Medan.

Keywords: Show And Tell Method, Vocabulary Skills.

1. INTRODUCTION

In English language learning, vocabulary played a very important role as a basic component that students needed to master. Vocabulary skills directly affected students' abilities in speaking, listening, reading, and writing. Students with limited vocabulary tended to experience difficulties in understanding and using English effectively. In many countries, English is the second language but in Indonesia, English is a foreign language. English is used in school as one of the important subjects (Manurung et al, 2022). Vocabulary ability is a child's ability to recognize, understand, and use words well and correctly when they tell stories (Sihite et al. 2024). As an English education student, the author was deeply interested in researching innovative teaching methods relevant to the needs of students in the modern era. One of the primary reasons for choosing this title was the author's observation that vocabulary mastery forms a crucial foundation for English language proficiency, especially for students in vocational schools like SMKS Raksana 2 Medan. Based on initial observations, many students in the Office Automation and Governance (OTKP) program experienced difficulties in understanding and using English vocabulary relevant to their professional world. According to (Saragi et al, 2024) state that besides the students have lack of vocabulary. When they wrote a text, they would be stuck because they did not know the appropriate word to express or say a word in English. Also as stated by (Siregar et al, 2023) Teachers do not use interesting learning methods or media in vocabulary learning. Teachers use a more lecture-centered approach." So, this state motivated the author to seek learning solutions that were not only effective but also engaging and contextual. The Show and Tell method was one approach that

could be applied to improve students' vocabulary mastery.

This method allowed students to introduce specific objects or topics directly, enabling them to learn new vocabulary in contexts relevant to daily life and the workplace. This approach not only helped students understand new vocabulary but also increased their confidence in actively using English. Effective learning methods became one of the determining factors in students' success in mastering English vocabulary. In traditional learning, students were often only given vocabulary lists to memorize without understanding the context of their use. This approach was less effective because it did not actively involve students in the learning process. As a result, many students experienced difficulties in remembering and using new vocabulary, especially in real communication situations. Therefore, more interactive and contextual learning methods were needed to help students understand vocabulary deeply. The *Show and Tell* method offered an innovative solution in vocabulary learning. This method involved students introducing certain objects or topics using English. In this process, students not only learned new vocabulary but also understood how to use it in specific contexts.

This aligned with the principles of *contextual learning*, where learning was conducted by connecting material with real situations relevant to students. In this way, the *Show and Tell* method could increase students' learning motivation while helping them develop communication skills. In the context of vocational education at SMKS Raksana 2 Medan, mastering English vocabulary became an urgent need for students in the OTKP (Office Automation and Governance) department. Students in this department were expected to use English for various professional purposes, such as compiling business documents,

communicating with international clients, and operating English-based office software. However, based on initial observations, the vocabulary abilities of class X OTKP students were still far from the expected standards. Additionally, this method provided opportunities for students to increase their confidence in speaking English as they were trained to present certain ideas or objects in front of their peers. This research aimed to explore the effectiveness of the *Show and Tell* method in improving vocabulary mastery of class X OTKP students at SMKS Raksana 2 Medan. In the educational context at SMKS Raksana 2 Medan, the *Show and Tell* method was highly relevant to the principles of *English for Specific Purposes* (ESP). Students in the OTKP department needed vocabulary mastery that was not only general but also specific to their career needs in office administration.

Based on initial observations, it was found that the vocabulary ability of class X OTKP students was still below the minimum competency criteria (KKM) of 75, with an average score of only 56. This condition indicated an urgent need to improve students' vocabulary mastery through more interactive and contextual learning methods. By applying the *Show and Tell* method, students could learn new vocabulary such as document terms, office equipment, and office activities in a more interesting and effective way. This research aimed to explore the effectiveness of the *Show and Tell* method in improving the vocabulary skills of class X OTKP students at SMKS Raksana 2 Medan. In the context of the needs of industry and the world of work, skills in English vocabulary are becoming increasingly crucial. Based on the 2023 industry needs survey, 78% of companies in Indonesia require English language proficiency as one of the recruitment criteria for office administration positions. Especially for OTKP students, skills of technical vocabulary in the field

of office administration such as terms in business correspondence, document management, and customer service are a non-negotiable need.

In this era of digitalization, the ability to understand and use English vocabulary is indispensable to operating various modern office applications, digital collaboration platforms, and document management systems that generally use English as the language of instruction. (Aida et al, 2024) states that students who have difficulty learning English vocabulary generally experience several main problems. Upon preliminary examination, the school's curriculum demonstrated a significant focus on vocabulary acquisition, yet the persistent low performance of students suggested a critical gap between syllabus objectives and actual learning outcomes. This disconnect highlighted the essential need to investigate the implementation and effectiveness of vocabulary instruction as outlined in the school's syllabus. The syllabus in question not only included vocabulary as a key learning component but also set specific learning targets and expectations for students' linguistic competence. The use of the "Show & Tell" method in vocabulary learning also has the potential to be the right solution for mastering the vocabulary of OTKP class X students at SMKS Raksana 2. (Ningrum et al. 2019) states that the Show and Tell Method activities show something to the audience and explain or describes something. The Show and Tell Method has a strong a theoretical foundation in learning. According to (Amelia et al. 2023), referencing (Musfiroh, 2011) explanation, the Show and show-and-tell method is grounded in three primary domains: education, music, and theater. English vocabulary. Vygotsky's theory of constructivism emphasizes the importance of social interaction and scaffolding in language learning.

Through Show and Tell activities, students not only learn new vocabulary but also construct their own understanding through presentations and interactions with peers. Based on this theory, it can be concluded that Vygotsky's constructivist theory highlights that language learning occurs through social interaction and scaffolding. Students develop vocabulary and communication skills by sharing personal experiences, which creates a meaningful learning environment that supports cognitive and linguistic development in a practical and socially embedded context. According to (Yudha and Mandasari, 2021) vocabulary is an essential part of language finesse and supplies a lot of bases for how well students speak, listen, read, and write. In reality, foreign languages such as English are often taught separately from language skills, with vocabulary emerging as the most crucial language aspect. According to research conducted by (Apriyanto & Syakur, 2022) and other author, the Show and Tell Method has many benefits is.

Vocabulary is the foundation of all English language proficiency. According to (Andriani and Sriwahyuningsih, 2019) vocabulary skills is very important for learning English. A person cannot speak English if they cannot understand a single word in the language. This is supported by the statement (Nurmala Sari and Aminatun, 2021) which states that if a person lacks understanding vocabulary that they can understand, such as understanding texts, writing fluently, and writing clearly, then they will have difficulty understanding and producing English. According to (Richard, 2011) vocabulary is the most prominent element of language and is the main focus in language research. It means that Vocabulary is a crucial component of language and serves as a primary focus in language research. (Brown, 2004) expands this meaning by stating that vocabulary is not just a collection of

words, but also a tool that allows us to understand and use language in a variety of contexts. (Susanto et al, 2019) state that Vocabulary skills is the ability to understand and use words. Since vocabulary is the primary key before students advance to the next level, measuring students' vocabulary skills requires careful attention. writing (Oktaviani, 2023) this mean Vocabulary is essential for understanding information, whether it is conveyed orally or in writing. Based on all the statements put forward by experts, it can be concluded that Vocabulary plays a fundamental role in language proficiency, serving as the foundation for skills like speaking, listening, reading, and writing. According to (Harmer, 2008), there are two types of vocabulary, namely Active Vocabulary and Passive Vocabulary.

According to (Abdullaeva and Islomova, 2020), referencing (Steven Stahl, 2005) statement, teaching is limited to the act of imparting knowledge in an activity as a general form of teaching, encompassing educational resources and directions that support both formal and informal learning. Moreover, the method aligns with vocational education goals by encouraging students to connect language learning with real-world scenarios. By presenting personal experiences, workplace-related topics, or professional interests, students not only enhance their linguistic competence but also develop critical communication skills essential for their future careers. This approach transforms language learning from a passive, a theoretical process into an active, contextually rich experience that prepares students for professional communication challenges.

2. RESEARCH METHODOLOGY

This research employed a True Experimental Quantitative Research Design to assess the impact of the Show and Tell method on vocabulary skill. According to (Simatupang, 2024) The

Experimental quantitative design, which allows for controlling all external factors that may influence the experimental process. The True experimental research process began with a pre-test for both groups to evaluate baseline vocabulary skills. After implementing the Show and Tell method with the experimental group, a post-test was administered to both groups. The pre-test assessed vocabulary knowledge before the intervention, while the post-test measured vocabulary knowledge following the treatment. According to (Simatupang, 2024) The Experimental quantitative design, which allows for controlling all external factors that may influence the experimental process. The population in this study consisted of all 10th grade students of SMKS Raksana 2 Medan for the 2024/2025 academic year, total 64 students. Students at the 10th grade were selected because they were at a relevant stage for the improvement of vocabulary skills that were the focus of this research. In this study, the author used a vocabulary test. In this research, the data collection technique that was employed was an English vocabulary test. Vocabulary tests were given before and after the intervention. The vocabulary test came in the form of multiple choice 30 questions designed to measure students' vocabulary skills in class X of SMKS Raksana 2. To ensure that this instrument had good quality in terms of accuracy and consistency, validity and reliability tests were carried out as follows: Test Validity Instrument and Test Reliability Instrument.

Validity Test

Based on the results of the validity test on 50 questions with 20 respondents, 45 questions were declared valid, while 5 questions (numbers 22, 26, 31, 38, and 48) were declared invalid because they had a correlation value below 0.05. This showed that 90% of the total questions met the validity criteria, while the remaining 10% needed to be evaluated

further. The correlation value for valid questions ranged from 0.053 to 0.690, with question number 43 having the highest correlation value (0.690) and question number 33 having the lowest valid correlation value (0.053). Overall, this instrument could be considered quite reliable for measuring the aspects tested, although revisions to invalid questions needed to be made to improve quality and reflect the test as a whole. Based on the validity results above, the author decided to take 30 valid questions to be tested as a questionnaire that was worthy of being tested for the sustainability of the research.

Reliability Test

The reliability analysis conducted using the Split-Half method yielded promising results. The Cronbach's Alpha for the first part (questions Q1–Q25) was 0.810, while the second part (questions Q26–Q50) showed an even higher value of 0.839. Both scores highlight a high level of reliability, as a Cronbach's Alpha above 0.7 is deemed acceptable for research instruments. Additionally, the correlation between the two sections was calculated to be 0.799, demonstrating a strong relationship between the two set of questions.

Reliability Statistics			
Cronbach's Alpha	Part 1	Value	.810
		N of Items	25 ^a
	Part 2	Value	.839
		N of Items	25 ^b
	Total N of Items		50
Correlation Between Forms			.799
Spearman-Brown Coefficient	Equal Length		.888
	Unequal Length		.888
Guttman Split-Half Coefficient			.888
a. The items are: Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8, Q9, Q10, Q11, Q12, Q13, Q14, Q15, Q16, Q17, Q18, Q19, Q20, Q21, Q22, Q23, Q24, Q25.			
b. The items are: Q26, Q27, Q28, Q29, Q30, Q31, Q32, Q33, Q34, Q35, Q36, Q37, Q38, Q39, Q40, Q41, Q42, Q43, Q44, Q45, Q46, Q47, Q48, Q49, Q50.			

The consistent values across various reliability coefficients suggest that this instrument is capable of providing accurate and dependable data. After collecting the data, the author analyzed the result from pre-test and post-test to measure the effectiveness of show and tell method on students' vocabulary

skill. The author used independent sample T-test formula to determine if there was a significant effect of using show and tell method on students' vocabulary skill

3. FINDING AND DISCUSSIONS

Finding

In this section, the author discussed the description of research results conducted on vocabulary skills of 10th-grade students at SMK Raksana 2 Medan. Two classes became the research subjects. The first class was X OTKP (Office Management and Automation) as the experimental group, and the other class was X Multimedia as the control group. After conducting the pre-test, the author provided treatment to the experimental class using the show and tell method. The researcher gave treatment to the experimental class. The author gave a brief explanation to students about the show and tell method in general and the material to be studied. The explanation of the material using the show and tell method was divided into three sessions: the first session explained Office Activities. The second session which explained Office Equipment, and the final session was about a brief analysis of daily office conversations. After administering the treatment, the author conducted a post-test in both the experimental and control classes. The post-test was conducted in the experimental class, and the control class. The post-test was conducted by asking each student to complete a vocabulary test consisting of 30 questions.

As was done in the pre-test, each student had 60 minutes (1 hour) to complete the given vocabulary test. The pre-test scores ranged from 33.3 to 63.3, with a total score of 593 and a mean score of 45.6. After the treatment, the post-test scores showed significant improvement, ranging from 33.3 to 80, with a total score of 948 and a mean score of [value missing]. This indicated that the

treatment had a positive effect on students' vocabulary test performance, as evidenced by the increase in both individual and overall scores. Prior to computing the t-test, the researcher needed to construct a calculation table to obtain the values of Mean, Standard Deviation, and Standard Error from each variable. This statistical analysis helped determine the effectiveness of the show and tell method on vocabulary skill development among tenth-grade students at SMKS Raksana 2 Medan. In this section, the author presented the pre-test data for students. The pre-test was conducted in the experimental class before learning using the show and tell method and the post test was carried out in the experimental class after learning using the show and tell method.

Table The Calculation of Pre-Test and Post-Test of Experimental Group

NO	Initial name	Pre-test Score (Y)	Post-test score (X)	Gain Score (D)
1	ANM	50	50	0
2	AJ	40	80	40
3	DA	46.6	75.3	28.7
4	EA	40	73.3	33.3
5	HS	40	83.3	43.3
6	MD	33.3	76.6	43.3
7	PVT	36.6	75.3	38.7
8	SAS	53.3	65.3	12
9	SME	56.6	76.6	20
10	SC	63.3	73.3	10
11	SCH	40	65.3	25.3
12	VR	50	80	30
13	WAK	43.3	83.3	40
	Total	593	958	364.6
	Mean	45.6	73	28

According to the pre-test results presented in the table above, the highest score in the experimental class was 63. 3, earned by SC, while MD recorded the lowest score at 33. 3. Most students fell within the 40 to 50 point range, with five students scoring precisely 40 points. These findings indicate that the students' initial vocabulary skills were at a moderate to low level before the implementation of the show and tell method, highlighting a significant opportunity for improvement through the planned intervention. In contrast, the post-test results, also shown in the table, revealed a remarkable change in student

performance following the introduction of the show and tell method. The highest post-test score was 80, achieved by VR, while the The mean calculation of pre-test and post-test by experimental group is as follows:

$$\text{Mean} = \frac{\text{Total Score}}{\text{Number of Student}}$$

$$\text{Mean Pre-Test} = \frac{593}{13} = 45.6$$

$$\text{Mean Post-Test} = \frac{958}{13} = 73$$

Table The Calculation of Pre-Test and Post-Test of Control Group

NO	Initial name	Pre-test Score (Y)	Post-test Score (X)	Gain Score (D)
1	AZ	43.3	53.3	10
2	ADA	50	36.6	-13.4
3	CYL	43.3	53.3	10
4	DH	53.3	43.3	-10
5	IH	40	46.6	6.6
6	NFZ	46.6	56.6	10.6
7	NWN	53.3	53.3	0
8	NPT	60	66.6	6.6
9	NH	50	30	-20
10	PL	50	43.3	17.3
11	QAH	43.3	85.6	42.3
12	RL	83.3	96.6	13.3
13	SGRM	60	73.3	13.3
14	SR	53.3	60	-6.7
15	TML	46.6	53.3	6.7
16	TD	50	40	10
17	TSQ	50	46.6	16.6
	Total	876.3	932	113.2
	Mean	51.5	54.8	6.65

Based on the pre-test results presented in tabl above, the highest score in the control class was 83.3 achieved by RL, while the lowest score was 40 obtained by IH. There were several students who scored 50 points, and three students achieved scores above 53.3.

$$\text{Mean} = \frac{\text{Total Score}}{\text{Number of Student}}$$

$$\text{Mean Pre-Test} = \frac{876.3}{17} = 51.5$$

$$\text{Mean Post-Test} = \frac{932}{17} = 54.8$$

Testing hypothesis

Based on the results of the t-test, it was found that the t-count value was greater than the t-table value. The t-test calculation was carried out with degrees of freedom ($df = N_x + N_y - 2 = 13 + 17 - 2 = 28$) at a significance level of 0.05. The decision to accept or reject the hypothesis is based on the results of the t-test. Based on the t-test results, it was found that the t_{count} is greater than the t_{table} . $t_{\text{count}} > t_{\text{table}}$ ($p = 0.05$) with df 28. So, $3.62 > 2.048$ ($p = 0.05$) with df 28

Because $t_0 (3.62) > t_{\text{table}} (2.048)$, the alternative hypothesis (H_a) was accepted and H_0 was rejected.

Discussions

The results showed that there was a significant difference between the pre-test and post-test scores in the experimental group using the Show and Tell method, compared to the control group using the conventional method. This can be seen from the data values that the author has analyzed using the formula, namely t-count 3.62 and t-table 2.048 which shows that t count was greater than t table which shows that the alternative hypothesis (H_a) was accepted and H_0 was rejected. This indicates that the Show and Tell method was effective in improving students' vocabulary skills, especially vocabulary related to the field of office administration. The results of this study have practical implications for English teachers, especially in vocational high schools majoring in OTKP. The Show and Tell method can be used as an effective learning strategy to improve students' vocabulary skills, especially vocabulary related to their field of work.

4. SIMPULAN

Based on the processed data, the author observed that there was a significant difference between the vocabulary skills of students taught using the show and tell method and students taught without using the show and tell method. The author obtained the results of students' vocabulary skill achievement between students in the experimental class using the show and tell method and students in the control class without using the show and tell method by comparing the post-test scores of the two classes. After calculating the data, the author analyzed the data using the t-test formula. It was concluded from the results of the statistical calculations in the previous chapter where the results of the data analysis showed a t-count = 3.62 and a t-table = 2.048. This shows that there was a

significant change from learning using the show and tell method to students' vocabulary skills in class X OTKP students at SMKS Raksana 2 Medan. Finally, the used of the show and tell method proved effective for class X students at SMKS Raksana 2 Medan.

This means that the use of the show and tell method in teaching and learning vocabulary provides an increase in students' vocabulary skills with better grades. Dealing with the conclusion, the author would like to give some suggestions as follows: Teachers should improve their methods by using effective teaching techniques in vocabulary instruction, while also providing motivation and stimulating students through the show and tell method, which encourages active participation and interest in learning vocabulary. Additionally, teachers should create a fun and enjoyable atmosphere in the classroom during English lessons, particularly when focusing on vocabulary acquisition. By applying the show and tell method, students could significantly improve their English vocabulary skills.

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