

USING SHOW AND TELL METHOD IN IMPROVING THE STUDENTS' VOCABULARY MASTERY TO THE EIGHTH GRADE STUDENTS OF SMP NEGERI 1 BATANG NATAL

Siti Meutia Sari¹, Tinur Rahmawati Harahap², Parpol³, Elissa Evawani Tambunan⁴
^{1,2,3,4}English Department, Graha Nusantara University, Indonesia
sitimeutiasari87@gmail.com

Abstract

The purpose of this study is to know whether using Show and tell method in teaching can improve the students' vocabulary mastery or not. This technique can improve and increase student's ability to learn the target language and make them enjoy in the teaching learning process. It supposes to motivate students to learn English actively by using show and tell method. Students also are encouraged to get long memorizing of the words and their meaning. The method that is used in this research is the classroom action research. For getting the needed data, the writer applies the library and field research. The library research is applied based on the needs of the books as the sources of theories and informations, and the field research is applied based on the need of data from the field, in this case from the SMP Negeri 1 Batang Natal. And as the instrument for collecting the data the writer uses the written test. To the result of implementing classroom action research in the eleventh grade students of SMP Negeri 1 Batang Natal in 2020 - 2021 academic year, it showed a great improvement in which the mean score of students in pretest is 61.03, whereas in post test 1 is 68.60 and in post test 2 are 80.37. Besides, the students' score percentage in the pretest is 8.82%, from posttest 1 is 31.69 % and 82.35 % from post test of students who have passed the KKM. Next, the result of the students' score improvement from pretest to posttest 1 is 8.82 %, and from pretest to posttest 2 is 31.69%. The percentage got from the result of post – test 2 has achieved the criteria of success. So that, it can be concluded that there is a significant improvement of the students' vocabulary mastery after they are taught by using Show and tell method". And it can be stated that the formulated hypothesis is accepted.

Keywords: Vocabulary, Show and Tell Method

INTRODUCTION

The Background

Language which is a means of human communication consists of words that have structure which is used together by a particular community or country in conventional way. As the system of communication, it is used to express thought by one person to another person. Gonzalez (2004) says that, "Language are more than skills; they are the medium through which communities of people engage with, make sense of and shape the world." Accordingly, language is an effective tool to get communication, interaction, and information about other people, society and other groups.

Whenever we think about language, we usually think of mastering vocabulary. It means whenever we use language or to act we use the words of the language. So, it is

crucial for us to have large of vocabulary. By having large vocabulary, we can precisely open our ideas in communication. It also helps us travel in the past, present, and future.

It is important to master all of vocabularies in language. Mastering vocabulary means that we know all the words in the language which we use. Although, in fact, there is nobody can master all of words in language either native or foreign language. Yet someone who creates dictionaries can not do it either.

There are many reasons for people to study language. Harmer concluded "there are six reasons, such as target language community, ESP, school curriculum, culture, advancement, miscellaneous."

For Indonesian students, they have to study English language besides Indonesian language as the foreign language. Thus, English is the main subject in curriculum which should be learnt from secondary level up to university. Although in general, English is still considered as a difficult subject for the students because it is completely different from Indonesian language in the system of structure, pronunciation and vocabulary.

According to the statement above, the aims of teaching English in Indonesia are to develop the ability using English in many skills for example listening, speaking, reading and writing.

Therefore, the English teachers are supposed to be able to organize teaching learning activities. They may develop their students' ability by using English as a target language in the classroom. They may give practice in pattern which contains the vocabulary items for everyday situations such as listening, speaking, reading and writing. "The best practice in any situation will depend on the type of student, the words that are targeted, the school system and curriculum, and many others factor." The curriculum in Indonesia for example, said that students in first grade of junior high school have to have 500 vocabularies. So, the teachers have to encourage students to master 500 vocabularies in first grade of junior high school. But in fact, most of the students in Indonesia having problems in lackness of vocabularies. Because of that, the students fell difficult to follow the English classroom activities. Likewise, Nation (1990) says "Learners feel that many of their difficulties on both receptive and productive language use result from an inadequate vocabulary."

Based on the fact above, it is necessary and important for anyone who concerns in teaching English to find out the effective technique to make learning vocabulary easier and more pleasant for the students. So, they will enjoy following English class.

To solve the problems, the researcher should choose an appropriate solution. The researcher wanted to apply an appropriate method in teaching speaking, called Show and Tell. The researcher used this method in order to ask the students to involve in the teaching and learning process and speak more.

Show and Tell is one of methods that the researcher chose to help the students enhance their vocabulary. According to Tri, Yasbiati, and Bela (2007) show and tell is an activity of showing something to the audience and telling them about it. This activity will involve students to communicate with others, they will share their ideas and describe something with the help of pictures, things, photo, word or video. The students will be doing this activity individually, project, in pairs, and group work.

The researcher believes that this method is effective for students and teachers. By using this method it can give teacher chances to teach their students. And for the students it can also help them to improve their vocabulary, give students opportunities to develop their language skill, and also increase students' motivation in learning English.

Theoretical Description

1. The Definition of Strategy

English Language Teaching is teaching activity where the goal of language acquisition is communicative competence. English language teaching may refer to either: Teaching English as a foreign language and Teaching English as a second language. Teaching English as a foreign language (TEFL) is teaching the English language to students with different mother tongues. Teaching English as a second language is a term used in English-speaking countries, and more often referring to the learning than the teaching). Students who are learning English as a second language are known as English language learners.

Generally, the concept of teaching and learning strategy is very important. According to Stone and Morris in Medina (2018), teaching strategy is a plan for teaching and learning activity includes structure, instruction, objective and tactic to implement the strategies. As a

teacher we need to be aware of it and should also improve our learning strategies well, in order to teach our students perfectly. Strategy is a set of plan of action designed to achieve a purpose of something. Teaching strategy refer to the structure, system, methods, techniques, procedures, and processes that a teacher uses during instruction.

2. The Kind of Strategy

Teaching is not easy or a simple thing. When we want to teach, we need some preparations, such as the material to be taught, the time to teach, and also the teaching strategy. In English language teaching, there are some terms that teachers need to know. They are approaches, methods, procedures and techniques.

1. Approach

According to Harmer (2007), an approach is a set of assumptions about the nature of language and language learning. An approach explains about how language is used and how people get the knowledge of a language, and also about how people choose a condition will promote successful language learning. According to Anthony in Richards (1999), an approach describes the nature of the subject to be taught. An approach is a way of looking at teaching and learning. An approach gives rise to methods, the way of teaching something, which use classroom activities or techniques to help learners learn.

2. Method

According to Harmer (2007), method is a realization of an approach. A method is an application of an approach in the context of language teaching. In a classroom teaching and learning, the methods are important, because they are interrelated in order to reach the educational goal. According to Anthony in Richards, method is procedural. There are some elements which discuss in the method, such as types of activities, the skill to be taught, the roles of teacher and learners, the appropriate procedures and techniques, and also the material.

3. Procedure

Procedure is steps measures to implement a method. According to Harmer (2007), procedure is a sequence of technique. Procedure is step by step or moment by moment classroom activity. According to Anthony in Richards (2009), procedure concern with how a task and classroom activities are working together into a lesson and become a basic for

teaching and learning activity. Procedure is also talk about the time, place, material, and the equipment used by teacher in the teaching and learning process.

4. Technique

Technique is an activity that comes from a procedure. A technique could be as an exercises, activities, or tasks that you have to do in the classroom to meet the objectives or goal of learning. According to Anthony in Richards (2009), technique is implementational. A technique is part of procedure and it is really take place in the classroom.

3. The Explanation of Show and Tell Method

1) The Definition of Show and Tell

Show and Tell is a method of teaching and learning where students tell about an object or process that has been or ever experienced. According to Tri, Yasbiati, and Bela (2007), show and tell is an activity of showing something to the audience and telling them about it. Show and tell activity showed something favorite to the audience and explainer describe something such as their favorite things or food.

Show and Tell method can be applied to students in all age groups. According to Bohning (2001), show and tell is essential in the learning activity. During this activity, students' oral language and thinking abilities will be develop. Because through Show and Tell students can learn, share, and describe some case, such as their experience, their favorite place, their favorite thing, or their idol. In the learning process, students should bring something from their home such as picture or another thing, and explain to the classmates about the object.

Teaching and learning English as a second language takes much guided practice. As a teacher we should know how to engage students to focus and enjoy our teaching. Furthermore, teacher should also use an appropriate method on activities to practice and enhance students' speaking skill. Thornbury (2005) said that Show and Tell can be established as regular feature of lesson. In the teaching and learning process, not only teacher must be active, but also the students. That's why one of the purposes of this method is the reversal of the role of students as a teacher in order to make the student can explain a concept to someone else.

According to Thornbury (2005), Show and Tell is an activity where the teacher asked the students to talk and answer question about something, it could be an object, person or an image. Through show and Tell, students can learn how to express their ideas, their thought and it will give students experience and it is one of the best preparations for the real-life speaking.

Show and Tell is conducted in the classroom as a method for speaking skills. Show and Tell (S&T) method is activity prioritizing the ability to communicate simple. Through Show and Tell, it can help teachers to enhance students' speaking skill. There were so many reasons why the Show and Tell can enhance students' speaking skill, they are; First of all, Show and Tell method can be applied to students in all age groups, so it could helped the students to enhance their vocabulary from early childhood. Then, this activity is to trains students to speak in front of the classroom and get students' sensitive with the simple things every day. Moreover, through Show and Tell, students can train their skill to speak in front of people and train their self-confidence. Furthermore, through Show and Tell method, students will learn how to deliver their speaking carefully and it can provide an opportunity for the students to seek and construct a meaningful communication and represent their learning through spoken language.

Beside that, the students can learn and practice how to express their ideas, their thought, share information, and opinions.

2) Teaching Describing Through Show and Tell

Show and Tell is one of method to engage students in practicing effective communication skill in order to structure a targeted Show and Tell experience. Show and Tell method is basically defined as a method in teaching and learning process by sharing time activity for students. Show and Tell method denotes a practice whereby children are given opportunity to share an oral narrative about an object or experience.

Teaching vocabulary by using show and tell method can help the students to improve their communication skill and practice it in front of audience. Beside that, when the teachers are teaching vocabulary by using show and tell method it makes the atmosphere of the class becomes happy time with other mates to share about something special, talking about their feeling, excited or proud about it. This method has also given opportunity to students to

develop their language skill with careful coaching, it can assist children in enhancing their communication skills and confidence in sharing experiences to groups.

According to Musfiroh in Ningsih (2011), there are several steps to teaching speaking using show and tell method, they are:

- 1) At certain times, children are asked to bring favorite objects to be shown and told in front of the class.
- 2) The teacher gives the child a chance to perform and notify objects brought from home when the child will appear the center of attention for his friends.
- 3) Other children ask questions to children who are appear.

4. The Explanation of Vocabulary

The Definition of Vocabulary

We can find many definitions of vocabulary from some experts. But, the writer only chooses several of them which are important to talk about.

In the Webster's Dictionary, vocabulary is defined as follow:

1. A list of words and often phrases, abbreviation, inflectional form, etc. usually arranged in alphabetical order and defined or otherwise identified as in a dictionary or glossary.
2. An interrelated group of non verbal symbols, sign, a particular art, skill, etc.

Murcia (1991) says that "Vocabulary can be defined, roughly, as the words we teach in the foreign language." Read (2000) argued that "Vocabulary has been defined in separated meaning such as word."

Moreover, in another definition, Schmitt said "We must consider what we mean by vocabulary. The first idea that probably springs to mind is *words*, a formulation that is admirably adequate for the layperson." From the statements above, it shows that vocabulary is English words that are related to the meaning of the word and the way to use them in communication.

The Types of Vocabulary

Many experts say that there are several types of vocabulary. Nation (1999) has divided vocabulary in the specific reference such as word:

1. **Receptive knowledge**, involves knowing how to recognize the word when it is heard or when it is seen, being able to distinguish it from word with a similar form, being able to judge if the word form sounds right or looks right, being able to recall its meaning when it is met, being able to see which shade of meaning which most suitable for the context that it occurs in, and being able to make various associations with other related words.
2. **Productive knowledge**, involves knowing how to pronounce the word, how to write and spell it, how to use it in correct grammatical patterns, and using word to stand for the meaning it represents and being able to think of suitable substitutes for the word if there are any.

Meanwhile Read (2000) states vocabulary divided into two kinds, namely: Function words and content words.

According to Cameron (2001) says that "The words of a language split into two groups according to how they are used to construct sentences. Content words are those that carry a lexical meaning, even out of the context, whereas function words seem to be mainly used to carry grammatical meaning."

Moreover, Harmer (1983) distinct vocabulary becomes two types. "A distinction is frequently made between 'active' and 'passive' vocabulary. The former refers to vocabulary that students have been taught or learnt- and which they are expected to be able to use – whilst the latter refers to words which the students will recognize when they meet them but which they will probably not be able to produce.

Most of the early words will be constantly practiced and so can, presumably, be considered as 'active'. But at intermediate levels and above the situation is rather more complicated. We can assume that students have a store of words. But, a word that has been 'active' through constant use may slip back into the 'passive' store if it is not used."

Furthermore, Schimtt (1999) concludes vocabulary into two parts. "Being able to understand a word is known as **receptive knowledge** and is normally connected with listening and reading. If we are able to produce a word of our own accord when speaking or writing, then that are considered **productive knowledge** (*passive and active* are alternative term)."

As well as the others, Jo Ann Aebersold and Mary Lee field (1997) says “Vocabulary that readers recognize when they see it but do not use when they speak or write is known as **receptive vocabulary**. Readers have general sense of a word’s meaning but are not sure of its many meaning or nuances of meaning. **Productive vocabulary** is the vocabulary that people actually use to speak or write.”

From the definitions above we can say that vocabulary is divided generally into two categories, receptive and productive vocabulary. Knowing a word includes being able to recall its meaning and see which shade of meaning is most suitable for the context that occur in.

METHODOLOGY

In appropriate to the topic of this research, in this research the writer applies classroom action research. According to Santrock (2004), “action research is research used to solve a specific classroom or school problem, improve teaching and other educational strategies or make a decision at a specific level”.

Also according to Chamot (1998), “Action research is classroom based research conducted by the teachers in order to reflect upon and evolve their teaching”.

In this design’s classroom action research (CAR), the writer used Kurt Lewin Model (2009) , this concept consists of planning, acting, observing, and reflecting. According to Stringer and Christensen (2009) that action research is presented as a cyclical and repetitive process of inquiry that guides teacher preparation. The relationship among those concepts formed one cycle. Basically, amount of cycle depends on with the issue or issues happened in teaching and learning activities and also the achievement. And for getting the needed data, the researcher applies the library and field research. The library research is applied referring to the need of books used as the sources of informations and theories concerning to the topic of the research.

RESULT/FINDINGS

1. The Pre-Test

From the result of the pre-test that had been done before teaching vocabulary by applying Show and tell method to the eighth grade students of SMP Negeri 1 Batang Natal in

2020 - 2021 academic year, it has been got that the highest score got by the students is 75 and the lowest score is 40. To make it clear, the description of the data can be seen in the following table:

Table 1. The Result of Pre-Test

NO	PRE-TEST
1.	55
2.	65
3.	65
4.	40
5.	40
6.	70
7.	40
8.	75
9.	40
10.	70
11.	65
12.	60
13.	70
14.	55
15.	65
16.	75
17.	70
18.	60
19.	60
20.	60
21.	75
22.	60
23.	60
24.	70

NO	PRE-TEST
25.	70
26.	60
27.	70
28.	55
29.	70
30.	55
31.	70
32.	70
33.	70
34.	45
35.	55
36.	45
37.	60
38.	70
39.	65
40.	65
41.	55
42.	65
43.	55
44.	65
45.	65
46.	45
47.	45
48.	70
49.	45
50.	45
51.	45
52.	70

NO	PRE-TEST
53.	70
54.	50
55.	65
56.	65
57.	75
58.	50
59.	70
60.	75
61.	45
62.	75
63.	70
64.	65
65.	60
66.	70
67.	50
68.	65
TOTAL	4150

From the data above, the writer can calculate the mean score (M) of the pre test is as follows :

$$M = \frac{\sum Y}{N}$$

$$= \frac{4150}{68}$$

$$= \mathbf{61.03}$$

Based on the above computation, it is known that the mean score of pre test is 61.03. It can be stated that the students' vocabulary mastery can be categorized into 'low category'. On the other side, to know class percentage who have passed the minimal completeness criteria (KKM), the writer uses the formula as :

$$P = \frac{F}{N} \times 100 \%$$

$$P = \frac{6}{68} \times 100 \%$$

$$= 8.82 \%$$

From the calculation, there are 6 of 68 students who have passed the minimal completeness criteria (KKM), so after dividing with the number of students in class and altering that into percentage, it can be stated that only 8.82 % students who have passed the minimal completeness criteria (KKM).

2. The Post – Test

After applying Show and tell method in teaching vocabulary to the eighth grade students of SMP Negeri 1 Batang Natal in 2020 - 2021 academic year, it has been got that the highest score of cycle one is 85, cycle two is 90 and the lowest score in cycle one is 50 and in cycle two is 55. The description of the data can be seen from the table as following :

Table 2. The Result of Post – Test

NO	POST – TEST CYCLE 1	POST – TEST CYCLE 2
1.	60	75
2.	70	85
3.	70	80
4.	50	55
5.	50	55
6.	80	90
7.	50	60
8.	80	90
9.	50	60
10.	80	90
11.	75	85
12.	65	80
13.	75	90

NO	POST – TEST CYCLE 1	POST – TEST CYCLE 2
14.	60	75
15.	70	85
16.	85	85
17.	80	90
18.	70	80
19.	70	80
20.	70	85
21.	80	90
22.	65	80
23.	65	85
24.	75	90
25.	75	90
26.	65	85
27.	75	90
28.	60	75
29.	75	90
30.	60	75
31.	75	90
32.	75	90
33.	75	90
34.	50	65
35.	65	70
36.	55	75
37.	70	75
38.	80	85
39.	75	85
40.	75	85

NO	POST – TEST CYCLE 1	POST – TEST CYCLE 2
41.	65	75
42.	75	85
43.	65	75
44.	75	85
45.	75	85
46.	55	65
47.	55	65
48.	80	90
49.	55	75
50.	50	65
51.	50	60
52.	75	85
53.	75	85
54.	55	75
55.	70	80
56.	70	80
57.	85	90
58.	60	65
59.	80	90
60.	85	90
61.	55	75
62.	85	90
63.	80	90
64.	75	85
65.	65	80
66.	75	90
67.	55	70

NO	POST – TEST CYCLE 1	POST – TEST CYCLE 2
68.	70	85
TOTAL	4665	5465

After scoring the result of pretest the writer calculates the result of the cycle 1. It is done in order to know how far the improvement from the pre-test to cycle 1 is. However, to measure that improvement, it is needed to know the mean score of the class by using the formula as :

$$M = \frac{\sum Y_1}{N}$$

$$= \frac{4665}{68}$$

$$= 68.60$$

It is known that the mean score of the class in the cycle 1 is 68.60. It can be stated that the students' vocabulary mastery can be categorized into capable category. In order to know the improvement percentage, the writer as following calculation:

$$P = \frac{y_1 - y}{y} \times 100 \%$$

$$P = \frac{68.60 - 61.03}{61.03} \times 100 \%$$

$$P = 12.41 \%$$

In the first cycle of post-test, there are 31 of 68 students who have passed the minimal completeness criteria (KKM). If it is calculated into class percentage, it is 31.69%. The percentage hasn't achieved the learning target, that is 54.41%. The writer use the formula :

$$P = \frac{F}{N} \times 100 \%$$

$$P = \frac{31}{68} \times 100 \%$$

$$P = 31.69 \%$$

In the cycle two, the mean of students' score is 80.37. It can be stated that the students' vocabulary mastery can be categorized into capable category. It is derived from :

$$M = \frac{\sum Y^2}{N}$$

$$= \frac{5465}{68}$$

$$= \mathbf{80.37}$$

To know the improvement from the pre-test to cycle 2 into percentage, after getting the mean score 80.37, the writer calculates the percentage calculation as following :

$$P = \frac{y^2 - y}{y} \times 100 \%$$

$$P = \frac{80.37 - 61.03}{61.03} \times 100 \%$$

$$P = \mathbf{31.69\%}$$

Based on the above computation, it can be seen that the result of cycle 2 shows the improvement that is 31.69% from the pre-test. Meanwhile, to know the percentage of this class that have passed the minimal completeness criteria (KKM), it can be calculation as following :

$$P = \frac{F}{N} \times 100 \%$$

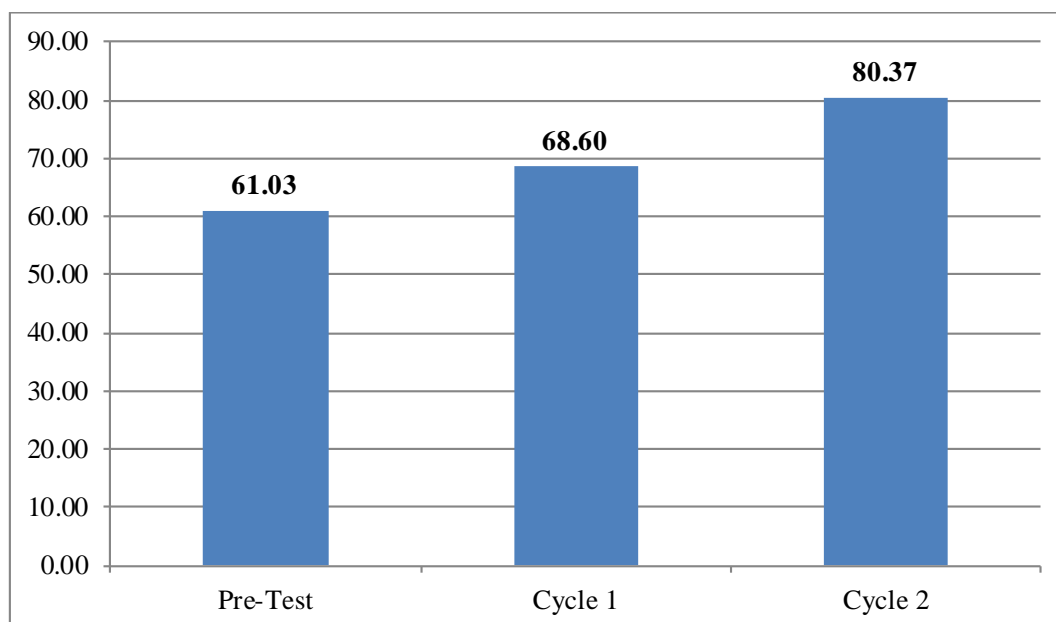
$$P = \frac{58}{68} \times 100 \%$$

$$P = \mathbf{82.35 \%$$

In the end of cycle two, the result of the post-test shows that there are 58 students or 82.35 % who have passed the minimal completeness criteria (KKM). It has achieved the learning target. It improved from the pre-test which gained only 12.41 % and in the cycle one which had any improvement become 31.69%. Therefore, based on the class percentage result from the pre-test to the cycle two it is got that the improvement is 73.53% or 8.82 % to 82.35 %. It proves that the target of CAR success in which minimum 75 % students passed the minimal completeness criteria (KKM) can be achieved and the cycle is stopped.

Furthermore, the writer covered the result of students' improvement in mastering vocabulary including the pretest, posttest 1, and posttest 2 into histogram as these following:

Figure 1. The histogram of the students' score in the pretest, posttest 1, and posttest 2



The histogram above shows that the improvement of the students' vocabulary mastery is significant from the pre-test to post-test (cycle 1 and cycle 2). The differences among whole results is obviously great. It means that applying technique of Show and tell method in teaching can improve the students' vocabulary mastery.

3. The Testing of Hypothesis

As it has been explained in the preceding chapter that the hypothesis is still as a tentative answer or the prediction of the researched problem. So that it needs testing to prove its truth. The testing is done in order to know whether the hypothesis is accepted or rejected.

According to the result of implementing classroom action research in the eighth grade students of SMP Negeri 1 Batang Natal in 2020 - 2021 academic year, it showed a great improvement in which the mean score of students in pretest is 61.03, whereas in post test 1 is 68.60 and in post test 2 are 80.37. Besides, the students' score percentage in the pretest is 8.82%, from posttest 1 is 31.69 % and 82.35 % from post test of students who have passed the KKM. Next, the result of the students' score improvement from pretest to posttest 1 is 8.82

%, and from pretest to posttest 2 is 31.69%. The percentage got from the result of post – test 2 has achieved the criteria of succes.

So that, it can be concluded that there is a significant improvement of the students' vocabulary mastery after they are taught by using Show and tell method. And it can be stated that the formulated hypothesis is accepted.

DISCUSSION

In this discussion, the writer can be show the result of the treatment on the pre-test and post-test. The result from the data of pre-test shows that the students' vocabulary mastery before they are taught by using Show and tell method to the eighth grade students of SMP Negeri 1 Batang Natal can be categorized into "low category" (61.03).

And from the result of cycle one and cycle two, it can be stated the students' vocabulary mastery can be categorized into "capable category" they are :68.60 for the cycle 1 and 80.37 for the cycle 2.

Based on that calculation above it can be concluded that Show and tell method is good

CONCLUSION

1. There is a significant improvement of the students' vocabulary mastery after they are taught by using Show and tell method. It can be seen from the percentage improvement of the end cycle that is 31.69%.
2. Before applying show and tell method in teaching learning process, the students' vocabulary mastery can be categorized into "uncapable" category. It can be seen from the mean score of pre-test, that is 61.03
3. After applying technique of show and tell method in teaching, the students' vocabulary mastery can be categorized into "capable" category. It can be seen from the mean score of post test, they are 68.60 for cycle 1 and 80.37 for cycle 2
4. Applying Show and tell method in teaching can improve the students' vocabulary mastery to the eighth grade students of SMP Negeri 1 Batang Natal in 2020-2021 academic year. It can be seen from the value of students mean score of the students that shows in improvement from 61.03 become 80.37

5. The percentage of the eighth grade students of SMP Negeri 1 Batang Natal Padangsidimpuan in 2020 - 2021 academic year who have succeeded in achieving the minimal completeness criteria (KKM) in the end cycle is 82.35 %
6. The hypothesis of this research is accepted

REFERENCES

- Arikunto, S. 1989 . *Prosedur Penelitian Suatu Pendekatan Praktek*. Bina Aksara, Jakarta.
- Barret Martyn, 1999. *The Development of Language*, London: Psychology Press
- Cameron Lynne, 2001. *Teaching Language to Young Learners*, Cambridge: CambridgeUniversity Press
- Carter Ronald, 2000. *Vocabulary- Applied Linguistic Perspective- Second Edition*, NewYork: Routledge
- Celce Murcia Marianne, 1991. *Teaching English as a Second Language or ForeignLanguage, Second Edition*, Massachusetts: Heinle Publisher,
- Gay, L. R. 1988 . Educational Research. Merril Publishing Company , London.
- Harmer Jeremy, 1983. *The Practice of English Language Teaching*, London : LongmanGroup
- Harmer, Jeremy, *How to Teach English*, Pearson: Longman, new edition, 2007.
- Harmer, Jeremy, *The Practice of English Language Teaching*, (Pearson;Longman, fourth edition, 2004.
- Hedge Tricia, 2000. *Teaching and Learning in the Classroom*, Oxford OxfordUniversity Press
- Hornby, A. S. 1989 . *Oxford Advenced Learners' Dictionary* Oxford University
- J. Wallace Michael, 1989. *Teaching Vocabulary*, London: Biddles Ltd, Guilford andKing's Lynn
- Nunan David, 1991. *Language Teaching Methodology*, New Jersey: Prentice HallInternational
- Philips Alison and Mike Gonzalez, 2004. *Modern Language- Learning and Teaching inan Intercultural Field*, London: Sage Publications

- Read John, 2000. *Assessing Vocabulary*, Cambridge: Cambridge University Press
- S.P. Nation I, 1990. *Teaching and Learning Vocabulary*, Massachusetts: Heinle & Heinle Publishers
- Schmitt Norbert, 2000. *Vocabulary in Language Teaching*, Cambridge: Cambridge University Press
- Schmitt Nobert and Michael Mc Carthey, 1997. *Vocabulary in Language Teaching*, New York: Cambridge University Press
- Sudijono, A. 1987. *Pengantar Statistik Pendidikan*. Rajawali Press, Jakarta.
- Sudijono, Anas, *Pengantar Statistik Pendidikan*, Jakarta: PT. Raja Grafindo Persada, 2008.
- Sudjana, *Metoda Statistika*, Bandung: PT. Tarsito, 2002.
- Thorbury Scott, 2002. *How to Teach Vocabulary*, London: Longman
- Ur Penny, 1996. *A Course in Language Teaching: Practice and Theory*, New York: Cambridge University Press
- Wright Andrew, David Betteridge, and Michael Buckby, 2006. *Games for Language Learning*, Cambridge: Cambridge University Press
- Yule George, 2006. *The Study of Language –Third Edition*, New York: Cambridge University Press