

THE USE OF SHOW AND TELL (S&T) STRATEGY IN TEACHING VOCABULARY FOR THE KINDERGARTEN TEACHERS

Rizka Marlisa Aini^{*1}, Nurul Fadhilah², Zahria Amalina³, Said Miftahul Fahmi⁴,
Wiwi Andika⁵

^{1,3,4,5}Department of English Language Education, Universitas Bina Bangsa Getsempena,
Banda Aceh

²Department of English Language Education, UIN Ar-Raniry, Banda Aceh

* Corresponding Author: rizkamarlisaaini@gmail.com

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ABSTRACT

This study focuses on enhancing the vocabulary mastery skills of kindergarten teachers by employing the Show and Tell (S&T) method. The research adopts a quantitative approach, specifically utilizing experimental research design. A total of 12 kindergarten teachers from TK Khalifah 3 Banda Aceh participated in this study. Data collection was conducted through pre-tests and post-tests, using multiple-choice questions designed to assess vocabulary mastery. The instruments measured specific indicators, including mastery of standard language, completion of gap sentences, identification of synonyms, and recognition of antonyms. The collected data were analyzed using the T-test formula to determine the effectiveness of the intervention. The findings reveal that

the implementation of the Show and Tell (S&T) strategy significantly improved the vocabulary mastery of the teachers involved. This improvement is attributed to the interactive and engaging nature of the S&T method, which encourages teachers to participate actively and develop their language skills in a more meaningful and practical manner. The study concludes that the Show and Tell (S&T) strategy is an effective tool for enhancing vocabulary skills among kindergarten teachers, equipping them with the linguistic proficiency necessary for their teaching roles. This research highlights the importance of innovative teaching methods in professional development and underscores the potential of active learning strategies in improving language skills among educators. Further studies are recommended to explore the long-term impact of the S&T method and its applicability across different educational contexts.

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INTRODUCTION

Learning is a mental activity that takes place in active interaction with the environment, which results in changes in knowledge, experience, skills and attitudes; other words, learning is a change in behaviour as a result of experience (Riyanto, 2017: 5).

Learning from the opinion above states that it is a pattern of interaction to change attitudes, skills and knowledge for the better. Meanwhile, Budiningsih (2018:20) states that learning is a behaviour change resulting from the interaction between stimulus and response. Sardiman (2016: 20) defines learning as an attempt to change behavior or appearance with activities such as reading, observing, listening, imitating, and so on. In line with that, learning is also a process in which an organization changes its behavior due to experience. According to Slameto (2016: 2), learning is a business process carried out by a person to obtain a new change in behavior due to his experience in interaction with his environment. In the entire educational process, learning is the most essential activity. This means that the success or failure of the goals of achieving the educational process depends a lot on how learning is experienced by teachers as educational objects.

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

Achieve these learning outcomes is strongly influenced by certain factors internal such as physical, psychological and student fatigue factors. Or even external factors such as family and community factors and what is very important is the school factor, one of which is the teaching strategy applied by the teacher concerned (Slameto, 2017: 54). This means that learning outcomes will be good, if the learning environment, learning patterns and the teachers themselves support them. To achieve better learning objectives, a teacher must be good at choosing learning strategies and have adequate competence in transferring knowledge to teachers because selecting strategies is essential in the teaching and learning process so that teachers do not feel bored and can increase student learning interest. This can be seen in the implementation of learning English specifically for vocabulary material in Kindergarten teachers of TK Khalifah 3 Banda Aceh.

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

The author finds exciting problems in the field that need study. This problem is the low interest in learning for teachers in the even semester of the 2022/2023 school year. Likewise, according to the teacher's statement, there are still some teachers who still need to reach the KKM, as determined by the principal of TK Khalifah 3 Banda Aceh.

This prompted the writer to find a solution to the weaknesses and improve the next semester's teaching and learning system. The low interest and motivation to learn has an impact on the learning outcomes of the teachers, which is caused by several factors. The most dominant factor is the factor of the teacher, who needs to be more skilled at applying various teaching strategies according to the material. Lack of ability to manage classes and limited school facilities and infrastructure that support learning. Another factor is a factor from within the teachers themselves. Some teachers are less interested in learning English.

When examined further through preliminary observations, this lack of interest and student learning outcomes is caused by several factors. In general, the teachers interviewed by the authors said that the level of teachers' understanding of the material needed to be stronger, and the learning system needed to be more effective and efficient. This means that so far the model used tends to be lecturing and teachers are accustomed to writing or transferring the contents of their handbook to a diary. Many are less motivated to learn because it is very dull. This causes the process of teaching and learning activities in the class to be disrupted and of course has an impact on decreasing student learning outcomes. Meanwhile, some teachers lacked understanding of vocabulary-related material, such as grammar for reading and pronouncing written English properly and correctly.

One of the problems that is often seen in teaching English subjects for the students at kindergarten school, the teachers' lack of ability to master the vocabulary. Not only that, most teachers also sound like they don't know how to speak English well when carrying out conversations. This certainly needs to be paid attention to because if not, the vocabulary conveyed by the student will be misinterpreted by the person they are talking to.

To attract teachers' attention, the author is interested in using a new learning model, the Show And Tell (S & T) method. Hanah (2022:515) states that Show and Tell is the activity of showing or showing something to the audience and explaining or describing that something. The Show-and-Tell method is an activity of showing something followed by explaining. The opinion above states that the Show-and-Tell method is showing

something, such as a picture or object, and then explaining it according to the circumstances.

The choice of the Show and Tell strategy is because the researcher sees that in the learning process, teachers are allowed to be active through speaking activities, and teachers are given the freedom to convey what is on their minds. Teachers will be more motivated to appear and speak in front of other people, and will no longer be passive in learning because the Show-and-Tell strategy applies a communicative approach, namely learning activities that are student-centered or student centred. Seeing the various advantages of the Show-and-Tell strategy, the researcher believes that this learning strategy can improve the learning outcomes of teachers of TK Khalifah 3 Banda Aceh, especially in vocabulary material. Starting from previous studies and the problems in the field above, through mastering and implementing this new learning strategy, teachers are expected to create a conducive classroom atmosphere and encourage students to be active and responsive in carrying out the learning process in class. Based on the description above, achieving student learning success is greatly influenced by the learning strategies used. To answer this question, the author wants to do research with the title "The Use of Show and Tell (S & T) Strategy in Teaching Vocabulary For Kindergarten Teachers"

RESEARCH STRATEGY

This study will use a quantitative approach. Sugiyono (2018: 14) argues that quantitative research is research that is used to examine specific populations or samples, sampling techniques are usually carried out randomly, data collection uses research instruments, and data analysis is quantitative/statistical in nature to test hypotheses that have been set. The research design used was a one-group pre-test-posttest pre experimental design, as can be seen in the difference in student learning outcomes between the pre-test and post-test.

Table 1. Research Design

Class	Pre test	Treatment	Post test
Experiment class	X ₁	O ₁	X ₂

The population in this study are all of teachers of TK Khalifah 3 Banda Aceh for the 2023 - 2024 academic year, totalling 12 teachers. The samples in this study are teachers consists of 12 teachers as an experimental class. Research instruments are tools that are selected & used by researchers in carrying out their activities to collect data so that these activities become systematic & made easier by them. The instrument used in this study

will be be a multiple choice test on vocabulary mastery, which consisted of indicators: mastery of standard language, gap sentences, synonyms and antonyms. The analysis used to test the research hypothesis is the different test or T test using the formula proposed by Sudjana (2005: 242), which is as follows.

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

The hypothesis in the research is:

Ho: Using the Show And Tell (S&T) strategy can increase the vocabulary teachers of TK Khalifah 3 Banda Aceh

Ha: Using the Show And Tell (S & T) strategy cannot increase the vocabulary teachers of TK Khalifah 3 Banda Aceh

RESEARCH RESULTS

Pre-Test

The results obtained can be seen in Table 2

Table 2. Obtained Pre Test Score

No	Teachers Name	Pre Test	Description
1	Utia Khairal Umami	45	Incomplete
2	Ira Wati	40	Incomplete
3	Rahmatun Khaira	40	Incomplete
4	Ufra Desi	45	Incomplete
5	Laurah Amanah	40	Incomplete
6	Indah Purnama Sari Lubis	40	Incomplete
7	Ides Lastriani	50	Incomplete
8	Yosi Denisa	70	Complete
9	Diwa Hamzah	80	Complete
10	Seri Mahyuni	45	Incomplete
11	Destria Kartika Ramadani	40	Incomplete
12	Sovia Wahyuni Ramadani	80	Complete
	Total	615	-

Based on the table above, it can be seen that the lowest pre-test score obtained by teachers is 40, while the highest score obtained by teachers is 80, and the KKM score is 70. So, there are 12 teachers whose scores were not complete if you look at the scores. KKM that should be achieved in English subjects.

Post-Test

The results obtained can be seen in Table 3.

Table 3. Obtained Post Test Score

No	Student's Name	Post Test	Description
1	Utia Khairal Umami	60	Incomplete
2	Ira Wati	60	Incomplete

No	Student's Name	Post Test	Description
3	Rahmatun Khaira	75	Complete
4	Ufra Desi	70	Complete
5	Laurah Amanah	70	Complete
6	Indah Purnama Sari Lubis	55	Incomplete
7	Ides Lastriani	80	Complete
8	Yosi Denisa	85	Complete
9	Diwa Hamzah	90	Tuntas
10	Seri Mahyuni	60	Incomplete
11	Destria Kartika Ramadanani	60	Incomplete
12	Sovia Wahyuni Ramadanani	90	Complete
Total		855	-

Based on the table above, it can be seen that the lowest post-testpost-test score obtained by teachers is 60, while the highest score obtained by teachers is 90, while the KKM score is 70. So five teachers have not met the KKM criteria, while teachers others can complete their learning outcomes.

Descriptive Analysis of Pre-Test and Post-Test Data

Pre-test scores are obtained before applying the use of Show and Tell (S&T) strategy to teachers vocabulary material, namely:

Range (R) = Highest value - lowest value

$$= 80 - 40$$

$$= 40$$

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

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

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

$$= 1 + 3,560$$

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

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

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

$$= 8$$

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

Table. 4 Frequency distribution table of Pre Test scores

Tes Score	Frequency (f _i)	Mid Point (x _i)	(x _i) ²	f _i · x _i	f _i (x _i) ²
40 - 47	8	44	1936	352	123904
48 - 56	1	51	2601	51	2601

Tes Score	Frequency (f _i)	Mid Point (x _i)	(x _i) ²	f _i · x _i	f _i (x _i) ²
57 - 64	0	60	3600	0	0
65 - 72	1	68	4624	68	4624
73 - 80	2	76	5776	152	23104
Total	12			623	154233

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

$$\begin{aligned} \text{Average } x_i &= \frac{\sum f_i \cdot x_i}{\sum f_i} \\ &= \frac{623}{12} \\ &= 51,9 \end{aligned}$$

To find the standard deviation, the following formula is used

$$\begin{aligned} \text{Variants } S^2 &= \frac{n (\sum f_i x_i^2) - (\sum f_i x_i)^2}{n (n-1)} \\ &= \frac{12 (154233) - (623)^2}{12 (12-1)} \\ &= \frac{1.850.796 - 388.129}{132} \\ &= \frac{1462667}{132} \\ &= 11 \end{aligned}$$

$$\begin{aligned} \text{Standar Deviation} &= \sqrt{11} \\ &= 3,31 \end{aligned}$$

The post-test scores are obtained before applying the use of Show and Tell (S&T) strategy to teachers' vocabulary material, namely:

$$\begin{aligned} \text{Range (R)} &= \text{Highest value} - \text{lowest value} \\ &= 90 - 55 \\ &= 35 \end{aligned}$$

$$\begin{aligned} \text{Lots of classes} &= 1 + (3,3) \text{ Log } n \\ &= 1 + (3,3) \text{ Log } 12 \\ &= 1 + (3,3) (1,079) \\ &= 1 + 3,560 \\ &= 4,560 \quad \text{Rounded to } 5 \end{aligned}$$

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

$$= 7$$

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

Table 5. Frequency distribution table of post-test scores

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

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

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

To find the standard deviation, the following formula is used

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

$$\begin{aligned} \text{Standard Deviation} &= \sqrt{14} \\ &= 3,74 \end{aligned}$$

Next, to determine the combined standard deviation value (S²), use the following formula:

$$\begin{aligned} S^2 &= \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \\ &= \frac{(12 - 1) 11^2 + (12 - 1)14^2}{12 + 12 - 2} \\ &= \frac{(11) 121 + (11)196}{22} \end{aligned}$$

$$\begin{aligned}
 &= \frac{1331 + 2156}{22} \\
 &= \frac{3487}{22} \\
 &= 158 \\
 &= \sqrt{158} \\
 &= 12
 \end{aligned}$$

Homogeneity of Variance Test

The variance of the post-testpost-test is 3,74, and the variance of the pre-testpre-test is 3,31. The statistics used to test data homogeneity are as follows:

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

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

$$F = 1,12$$

Based on the distribution list F, we obtain $F_{\alpha} (n_1 - 1, n_2 - 1) = F_{0.05} (12 - 1, 12 - 1) = F_{0.05(11,11)} = 1.91$. Thus $F_{\text{count}} \leq F_{\text{table}} = 1,12 \leq 3,98$. So, it can be concluded that H_0 is accepted. So, the variance of the pre-test and post-test data is homogeneous.

Analysis of T-Calculated Values

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

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

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

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

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

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

$$t = 3,82.$$

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

$$dk = n_1 + n_2 - 2$$

$$= 12 + 12 - 2$$

$$= 22$$

So from the table, we get $t_{table} = 1,71$.

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

DISCUSSION

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

Speaking skills play an important role in facing a democratic society. Teachers are given provisions in the form of speaking skills. Teachers are hoped to will Teachers are hoped to become democratic, critical, and characterful young people. However, in the field, teachers' speaking skills still needed to be improved.

As a result of the analysis of the research findings above, it can be seen that the application of the use of Show and Tell (S & T) strategy can improve the vocabulary skills of kindergarten teachers of TK Khalifah 3 Banda Aceh with a value of $t_{count} > t_{table}$ or $3.83 > 1.71$. This shows that using the the Show and Tell (S&T) strategy can improve the vocabulary skills of kindergarten teachers of TK Khalifah 3 Banda Aceh .

Talking is an essential thing in human life. This speaking skill itself is an ability and expertise in communicating. Speaking skills, such as speaking in public, are used in everyday life and can train everyone's self-confidence. If you keep practicing, your speaking skills will undoubtedly improve. Laela (2019) stated language development is significant because language functions as a tool to communicate with each other. By

speaking, human,s can verbally convey ideas, ideas, feelings and desires. Suarsih (2018) stated that speaking is a person's ability to utter articulate sounds or words orally to express, state and convey thoughts, ideas and feelings to convey messages.

Learning to speak is essential to teach because through this learning, teachers are expected to be able to express and convey their thoughts, opinions, ideas, and feelings well. This is by the aim of learning to speak in elementary schools, namely so that teachers can communicate in various situations appropriately and correctly by using spoken English to express thoughts, opinions, feelings and experiences, as well as establishing communication and having social interactions with other people.

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

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

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

CONCLUSION AND SUGGESTIONS

Based on the results of the research and discussion above, it can be concluded that implementing the Show and Tell (S&T) strategy significantly improves the vocabulary skills of kindergarten teachers of TK Khalifah 3 Banda Aceh, as evidenced by a t -value of $t_{count} > t_{table}$ ($3.83 > 1.71$). This finding indicates that the S&T strategy effectively enhances teachers' vocabulary mastery, allowing them to learn more actively, engage in skillful practice, and apply their knowledge in practical teaching contexts. The interactive nature of the S&T strategy encourages collaborative and dynamic learning, which is crucial for professional development.

To ensure the sustainability of these results, the researcher propose the following recommendations: 1) Teachers should continually evaluate and incorporate innovative learning strategies that actively involve them in the learning process, such as the S&T strategy; 2) Teachers should strive to maintain and enhance their learning activeness, as this is vital for achieving optimal teaching outcomes; 3) Future researchers are encouraged to expand this study by investigating vocabulary development and reading skills using diverse learning strategies to provide deeper insights and broader applications in educational settings. Additionally, longitudinal studies could explore the long-term impacts of the S&T strategy on professional competence.

The findings of this research emphasize the importance of adopting interactive and innovative teaching methods like the Show and Tell (S&T) strategy, not only to enhance teachers' vocabulary skills but also to foster a more engaging and effective learning environment. This approach aligns with the need for continuous professional development among educators, particularly in early childhood education, where strong language skills are essential for effective communication and teaching. By integrating strategies that promote active participation and practical application, teachers can better support their students' language development while simultaneously improving their own competencies. This dual benefit highlights the broader implications of this study, suggesting that empowering educators with effective strategies can lead to a ripple effect, ultimately benefiting the students they teach.

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