

Increasing Students' Vocabulary Using Fairy Tales at SMKN 6 Makassar

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| Article Info | Abstract |
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| Received: 2 August 2023 Reviewed: 9 August 2023 – 20 October 2023 Accepted: 23 November 2023 Published: 31 December 2023 | <p>Purpose This research was a pre-experimental study with one group pre-tests and a post-test design, which aims to determine the effectiveness of reading fairy tales to increase the vocabulary of class XI Culinary 1 UPT SMKN 6 Makassar students.</p> <p>Methodology The sample in this study was 30 students using the cluster random sampling technique. This research used a vocabulary test as a data collection instrument.</p> <p>Results/Findings The results of this test were used to the effectiveness of the method of reading fairy tales to increase the vocabulary of class XI UPT SMKN 6 Makassar students after treatment. It can be proven that the t-test value is smaller than P ($0.000 < 0.05$), which means that (H0) of this research is rejected and (H1) is accepted. Therefore, it can be concluded that using fairy tales can improve students' vocabulary abilities.</p> <p>Implications The implication of this study shows that the use of fairy tales in improving the vocabulary of students in class XI UPT SMKN 6 Makassar has a significant impact on improving vocabulary skills. The rejection of the null hypothesis (H0) and the acceptance of the alternative hypothesis (H1) confirm that the use of fairy tales is effective in improving the students' vocabulary. Thus, the use of fairy tales can be considered as an effective method in improving students' vocabulary.</p> |

Keywords: Fairy tales; Increasing students' vocabulary

1. Introduction

Vocabulary plays a substantial role in the foreign language learning process because it facilitates language learners the foundation for learning listening, speaking, reading, and writing. Vocabulary is the expressive tool of thoughts and feelings to be conveyed through language. Without it, no language skill can be developed.

Richards and Renandya (2002) say, "Vocabulary is a core component of language proficiency and provides much of the basis how well learners speak, listen, read, and write." Kamil and Heibert (2005) suggested that vocabulary learning is the basis of language learning, and without vocabulary, one cannot learn a language. According to Neuman & Dwyer (2009), We can interpret vocabulary as "words that we must understand to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)."

Vocabulary is very important for English teaching because, without it, students cannot express their thoughts or those of others. In other words, students' ability to construct sentences and other language skills such as reading, writing, listening, and speaking English largely depends on their vocabulary learning. As a result, a

student learning English is expected to understand and be able to understand the language wording system that he will learn to increase his vocabulary.

These vocabulary problems must be addressed since they may make it difficult for students to advance to the next level or grade. There are many different types of literature that teachers can use to teach vocabulary, one of which is a fairy tale. A fairy tale is a fictional or fantastical story that never happened.

One of the purposes of fairy tales is to entertain, so writers and tellers choose and use words with particular care to keep the audience interested. Fairy tales include unusual words or words that have a strong phonological content, with interesting rhymes or sounds that are onomatopoeic. In fairy tales is used, evocative vocabulary, the language of the fairy world, memorable language such as metaphors, alliteration, rhymes, and the spoken language of the common people.

The built-up repetition of the words and phrases is one of the features of fairy tales that is very helpful for language learning. The context created by the story, its predictable pattern of events and language, and pictures, all act to support the reader's understanding of unfamiliar words. Children will pick up the words that they enjoy and, in this way, stories offer space for vocabulary growth (Cameron, 2001).

With the help of fairy tales, specific vocabulary could be taught: different old words, beginnings and endings (e.g. Once upon a time; Far-far away; They lived happily ever after...) names of the characters and things which are connected to the characters (e.g. fairy, witch, king, queen, prince, princess, magic stick, throne, etc...), names of the setting, places (e.g. forest, kingdom, far-far away land, etc...), gems and precious metals (e.g. silver, copper, gold, steel...) (Bagg, 1991; Cameron, 2001).

There is still a low vocabulary among students as shown by PLP, PLP is the process of observation and apprenticeship carried out by students of the Bachelor Program in Education Program to study aspects of learning and education management in education units. education unit made by a researcher at SMK 6 Makassar on April 15, 2023. At the time of PLP, when the researcher was teaching, the researcher found that students often used Google Translate. The researcher concluded that in general, students experienced problems expressing ideas, feelings, or what they wanted to convey because of the lack of vocabulary that students had in English.

Based on the results of the study, the researcher found that students' limitations in learning vocabulary are caused by the learning methods used, which tend to be less effective. When acquiring vocabulary, language learners can feel bored. This makes the methods used by teachers to teach students less interesting (Sakkir, 2021). Students tend to do other activities, and teachers do not focus on the ongoing learning process. Teachers teach only according to the steps in the textbook; therefore, there must be an appropriate method to use in learning English, especially in speaking skills. In this case, the researcher used fairy tales because, based on experience, when researchers taught narrative text and used fairy tales, students liked reading because they thought it was easy to understand.

This forces researchers to find solutions so that the learning process can take place effectively so that students can more easily understand the subject matter. The solution that researchers offer is to use fairy tales.

The researcher has conducted research using fairy tales to increase vocabulary, but on average, the research focuses on vocabulary mastery and the research uses audio. In this study, the researcher only focused on increasing the vocabulary of verbs and just using text. Therefore, the researcher chose the title "increasing students' vocabulary using fairy tales."

2. Literature review

2.1. Vocabulary

Richards and Renandya (2002) say, "Vocabulary is a core component of language proficiency and provides much of the basis how well learners speak, listen, read, and write." Kamil and Heibert (2005) suggested that vocabulary learning is the basis of language learning, and without vocabulary, one cannot learn a language. According to Neuman & Dwyer (2009), We can interpret vocabulary as "words that we must understand to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)."

From the explanation above, it can be concluded that vocabulary is the core and basic of language, which is very important for language learning. vocabulary as the words we must understand to communicate.

Hatch and Brown (1995), indicate two kinds of vocabulary, namely:

2.1.1. Receptive vocabulary

Receptive vocabulary is phrases that inexperienced persons understand and understand while they're used in context, however, which they can't produce. it's far vocabulary that novices understand while they see or meet in reading text but do not use in speaking and writing (Webb, 2009).

2.1.2. *Productive vocabulary*

Effective vocabulary is the phrases that inexperienced persons recognize and might pronounce effectively and use constructively in talking and writing. It includes what is needed for receptive vocabulary plus the capability to talk or write at an appropriate time. Consequently, efficient vocabulary can be addressed as an active system, because the freshmen can produce the phrases to explicit their minds to others (Webb, 2005).

2.2. Fairy tales

According to the Cambridge Dictionary of American English, the notion of fairy tales is "traditional stories usually written for children, which often use imaginary creatures and magic.

Fairy tales are fictional stories that usually feature characters such as fairies, goblins, elves, trolls, giants, and animals who can talk and are usually enchanting. Fables often involve a contrived series of events. In modern language, this term is also used to describe something that is endowed with magical powers for the cast of the tale.

Fairy is one of the best ways to learn reading. It is a very interesting story. By reading fairy tales in English, they can learn more about vocabulary, pronunciation, and structure. Fairy tales are untrue stories, magic stories. There are so many examples of fairy tales, such as Snow White, Cinderella, The Golden Tree, etc.

Then fairy tales are also about princes and princesses, battles, and adventures. Fairies have a secondary role in fairy tales. Moral lessons and happy endings are common characteristics of fairy tales. In this era, violence is usually removed from fairy tales so that they can be read by children. The stories tend towards an optimistic moral structure, with fairness being upheld as evil is punished and good is rewarded (Kerven, 2008; Hallet & Karasek, 2009).

In cultures where demons and witches are perceived as real, fairy tales may merge into legendary narratives, where the context is perceived by tellers and hearers as having historical actuality. However, unlike legends and epics, they usually do not contain more than superficial references to religion and actual places, people, and events; they take place once upon a time rather than in actual times. It is usually fictional narrative prose and tends to be more concise and to the point than longer works of fiction, such as novels. Usually, a short story will focus on only an incident that has a single plot, a single setting, a limited number of characters and covers a short period.

Finally, fairy tales are not considered dogma or history but a type of imaginative writing that carries the reader into an invented world where the laws of nature, as we know them, do not operate. They may or not have happened and they are not taken seriously. Fairy tales usually tell the adventure of animal or human characters. Within this latest, there are certain motives or patterns such as supernatural helpers, magic, faithfulness, and justice. There are also subcategories or sub-types of fairy tales such as calculative tales, magic and wonder tales, and realistic tales.

The following are the main elements of fairy tales, according to Ashliman (2004), Hallett & Karasek (2009), Kredy (2016), and Chen (1989):

- 2.2.1. Fairy tales usually begin and end with "special" words such as "once upon a time...", "in a land far, far away...", "like the old days...", "once upon a time...", "a long, long time ago one time ago...", "they lived happily ever after," "they lived for many years happily.
- 2.2.2. Place and time are not known in fairy tales. Place settings are frequent; castles, kingdoms, faraway lands, and enchanted forests. Forests may be unattractive, but contain enchantment and magical elements that are beyond normal human experience, and act as transformations, for example: Red Riding Hood and Hansel and Gretel.
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- 2.2.4. Main characters often want to make life better. For example, in the fairy tale "The Magic Porridge Pot," a poor little girl goes to the forest to find food for herself and her mother. He wanted to help his mother and not go hungry.
- 2.2.5. Fairy tales usually include well-defined good and bad characters. Red Riding Hood and Great Grey Wolf are excellent examples of the sharp division between good and bad character traits.
- 2.2.6. Fairy tales involve a magical element. Magic can be positive or negative. For example, in the magic porridge pot, when the little girl uses it properly, the pot does not harm anyone, but when the mother tries to use it and uses it in the wrong way, the town is covered in porridge.
- 2.2.7. The fairy tale plot focuses on a problem or conflict that needs to be resolved.
- 2.2.8. Fairy tales usually contain morals or lessons to be learned. They have been used to transmit life lessons for many people in several different cultures (VanGundy, 2005).

3. Methods

3.1. Research design

This research used a quantitative, pre-experimental, one-group pretest-post-test design. This study aimed to find out whether the use of fairy tales increases students' vocabulary. The design of this research was adopted from Arikunto (2006).

3.2. Place and time of the research

This research was conducted at SMKN 6 Makassar, which is located at Jalan A. Jemma No. 123 Makassar, from September 13 to October 8, 2023.

3.3. Population and sample

The population in this study were students of class XI SMKN 6 Makassar, which had 15 classes with 5 majors, namely culinary, beauty, fashion, hospitality, and accounting, for a total of 400 students. Researchers adopted cluster random sampling, classes will be randomly selected by voting, and researchers will take one class from the target population, which consists of 30 class X1 students of SMK 6 Makassar.

3.4. Research instrument

Instrument is a general term used by researchers for measuring instruments (surveys, tests, questionnaires, etc.). The instrument to be used for data collection is a vocabulary test. For students in class XI of SMK 6 Makassar, the test consists of 15 questions. It includes 10 items of writing the meaning of the following word. Five items of a write true or false.

The pre-test and post-test scores were obtained using rank from 0-100 by counting the correct answers and classifying students' achievement by Kemendikbud (2017). Furthermore, the researcher used paired sample T-tests using SPSS to know the hypothesis data.

3.5. The procedure of collecting data

In collecting data, the researcher had several steps: pre-test, treatment, and post-test.

3.5.1. Pre-test

The activity at this stage is to give a pre-test in the form of a vocabulary test. Before doing the treatment, the researcher used a pre-test before giving the students the first meeting. The test consists of 15 questions to determine students' prior knowledge. The procedure:

- 3.5.1.1. The researcher tells the students that they will discuss a narrative text
- 3.5.1.2. The researcher distributed a fairy tale that was relevant to the material based on the curriculum of SMK, the second-year students.
- 3.5.1.3. The researcher gave some vocabulary to students on how to spell, pronounce and make a simple sentence.
- 3.5.1.4. The researcher gave the direction of the test to the students
- 3.5.1.5. The researcher collected the worksheets of the students after the test

3.5.2. Treatment

After giving the pre-test to students, the researcher will explain the material three times using the contextual guesswork technique. The material that will be applied in this treatment involves reading narrative texts and providing several stages of treatment. The procedure of treatment can be as follows:

- 3.5.2.1. The researcher tells the students to discuss a narrative text (fairy tales).
- 3.5.2.2. The researcher explained what fairy tales are.
- 3.5.2.3. The researcher asked the students to read fairy tales carefully.
- 3.5.2.4. The researcher discussed with students what is the story about.
- 3.5.2.5. The researcher asked about the meaning of 5 words after they read the fairy tales.
- 3.5.2.6. The researcher asked to students to look at 5 words verbs and write the meaning.
- 3.5.2.7. The researcher gave an example of how to spell and pronounce the word correctly and say it clearly.
- 3.5.2.8. The researcher gives 5 sentences multiple choice to students and students answer.
- 3.5.2.9. The researcher tells students to make five simple sentences and write ten new words with meanings they found at the end of the meeting.
- 3.5.2.10. The researcher asked the students what message they obtained from the story.
- 3.5.2.11. The researcher asked the students what they learned from the story.

After giving the pre-test and treatment, the students must do the post-test in the fourth meeting. The test consists of 15 questions based on the fairy tales students read before.

3.5.3. Post-test

The post-test is given after being given treatment. The post-test was carried out to find out the students' progress in increasing their vocabulary. This will be useful to know the results of the treatment. It will also be useful to know whether there is an increase in vocabulary or not.

3.6. Technique of data analysis

The data analysis is undertaken in quantitative by following these steps

3.6.1. Scoring the students' answer

$$\text{Value} = (\text{scores earned by students}) / (\text{Maximum score}) \times 100\%$$

3.6.2. Calculating the frequency and the percentage

$$\% = f/N \times 100\%$$

Where:

F = Frequency

N = The number of samples

3.6.3. Calculating the mean scores

$$X = \Sigma X / N$$

Where:

x: Mean score

Σx : Total of the score

N: Total number of samples

3.6.4. Calculating the standard deviation

$$S = \sqrt{(\Sigma X^2 - [(\Sigma X)^2 / N]) / (n-1)}$$

Where:

ΣX : Total of the score

n: Total number of samples

Find out the different significance among the scores of the tests by calculating the value of the t-test using the formula as follows:

$$t = X_{dif} / s_x \quad \text{where} \quad s_x = s / \sqrt{n}$$

where:

X_{dif} : Sample mean of the difference

S_x : Sample estimate of the standard error of the mean

S: Standard deviation

n: Sample size

Classified the scores of the students according to the following criteria:

| Table 1: Classified the scores of the students | |
|--|-----------------|
| Score | Classifications |
| 93-100 | Excellent |
| 84-92 | Good |
| 75-83 | Fair |
| <75 | Very Poor |

(Depdikbud, 2017)

The whole process of calculating data analysis in this study will be carried out with the help of the SPSS program.

4. Result

The findings in this chapter were collected to identify increasing students' vocabulary using fairy tales at SMKN 6 Makassar among the students in the XI Culinary 1 class using the SPSS software. The data in this chapter was from the same students' experimental group. And they were given It includes 10 items to write the meaning of the following word. Five items of true or false (pre-test and post-test) Furthermore, these data were analyzed. according to the steps from Chapter III The technique of data analysis is as follows.

4.1. Name class X1 Culinary 1

Table 2: Pretest and posttest score

| No | Name | Pre-test | Post-test |
|----|------|----------|-----------|
| 1 | AMH | 83 | 89 |
| 2 | AKA | 69 | 81 |
| 3 | ANN | 84 | 95 |
| 4 | ATP | 74 | 81 |
| 5 | AQH | 79 | 87 |
| 6 | ADP | 76 | 85 |
| 7 | AM | 79 | 87 |
| 8 | DRT | 71 | 87 |
| 9 | ET | 80 | 87 |
| 10 | FAR | 79 | 89 |
| 11 | HA | 72 | 87 |
| 12 | IF | 76 | 81 |
| 13 | LN | 77 | 95 |
| 14 | MR | 76 | 87 |
| 15 | MIA | 74 | 85 |
| 16 | MDA | 81 | 85 |
| 17 | MA | 64 | 76 |
| 18 | NB | 67 | 76 |
| 19 | NRR | 81 | 89 |
| 20 | NY | 77 | 87 |
| 21 | NR | 76 | 87 |
| 22 | NFI | 77 | 89 |
| 23 | PMS | 84 | 89 |
| 24 | RY | 85 | 95 |
| 25 | SPA | 76 | 81 |
| 26 | SD | 68 | 76 |
| 27 | SAS | 85 | 95 |
| 28 | SN | 69 | 80 |
| 29 | TBL | 80 | 87 |
| 30 | WA | 80 | 89 |

4.2. The classification of students' answer score

Table 3: The classification of students' answer scores

| Classifications | Score | Pre-test | | Post-test | |
|-----------------|--------|----------|-------|-----------|-------|
| | | F | % | F | % |
| Excellent | 93-100 | 0 | 0 | 4 | 13,33 |
| Good | 84-92 | 5 | 16,67 | 18 | 60 |
| Fair | 75-83 | 20 | 66,67 | 8 | 27 |
| Very Poor | <75 | 5 | 16.67 | 0 | 0 |
| Total | | 30 | 100% | 30 | 100% |

The classification for increasing students' vocabulary using fairy tales can be seen in the table there were no students in the excellent and good there were 5 (16,67%) students on the pre-test, but then on the post-test, there was an increase of 4 students total in the excellent (13,33%) and good (60%) classifications.

The experimental group had 20 students in the fair (66,67%) classification on the pre-test, but then there was a reduction to 8 students (27%) on the post-test. The remaining 5 students on the pre-test of increasing

students' vocabulary using fairy tales got a lower score than others, a very poor (16,67%) classification, but on the post-test, it was down to 0 students.

4.3. Students' mean score and standard deviation

The calculation of students' means scores and standard deviation of the data for the increasing students' vocabulary using fairy tales was analyzed as follows.

Table 4: Mean score and standard deviation

| Paired Samples Statistics | | | | | |
|---------------------------|-----------|-------|----|----------------|-----------------|
| | | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 1 | Pre-Test | 76.63 | 30 | 5.543 | 1.012 |
| | Post Test | 85.93 | 30 | 5.099 | .931 |

As in Table 4, the mean score for increasing students' vocabulary using fairy tales had increased from medium (76,63%) to high (85,96) from 30 data. The standard deviation was reduced from 5,543 to 5,099 for increasing students' vocabulary using fairy tales.

4.4. Hypothesis Testing

Table 5: Hypothesis testing

| Paired Samples Test | | | | | | | | | |
|---------------------|----------------------|--------------------|----------------|-----------------|---|----------|--------|----|-----------------|
| | | Paired Differences | | | | | t | Df | Sig. (2-tailed) |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | post-test - pre-test | 9.30000 | 2.87858 | .52555 | 8.22512 | 10.37488 | 17.696 | 29 | .000 |

The researcher has determined the initial hypothesis, namely:

(H0): there is no significant difference between increasing students' vocabulary using fairy tales.

(H1): there is a significant difference between increasing students' vocabulary using fairy tales.

According to Table 5, the column sig was 0.000 and 0,000 0.0. it means that H1 was accepted and H0 was rejected. Based on the findings, it is possible to conclude that students' vocabulary increases through fairy tales

Based on the explanation above, fairy tales can increase vocabulary in line with the theory. Reading is one of the best ways to learn vocabulary. It is a very interesting story. By reading fairy tales in English, they can learn more about vocabulary, pronunciation, and structure (Kerven, 2008; Hallet & Karasek, 2009).

Based on the result data analysis, it is proven that the student's vocabulary using fairy tales increased. It means that using fairy tales to increase students' vocabulary using fairy is influenced. Another reason is that the students are really like fairy tales because fairy tales are easy and unique and fairy tales very interesting to read by students and make students like read to increase students' vocabulary.

5. Discussions

According to the findings of the study, students who were taught using fairy tales improved their vocabulary. The above results show that the mean score and standard deviation were that the students' post-test scores were higher than their pre-test scores. The data collection procedures used to determine students' vocabulary ability were pre-test to know their vocabulary ability before treatment. A pretest was given to 30 students. The researcher gave paper to all students and the researcher told the students to answer the question.

The results of the students' pretest showed that the students made mistakes in answering the question because the students did not know the meaning so students difficult to answer the question and took a long time to answer the question.

6. Conclusions and suggestions

Based on the result of the vocabulary test given to year eleventh students of UPT SMKN 6 MAKASSAR, it can be concluded that there was increasing in vocabulary ability that was taught by using fairy tales with pre-test

students scoring 76,63 and post-test students scoring 85,93. Meanwhile, there is a statistically significant difference due to the value of sig (2-tail ed < P or (0.000<0.05).

The results of data analysis show that the application of fairy tales in teaching vocabulary to improve the ability to understand the meaning of vocabulary seems to apply to students of class IX UPT SMKN 6 MAKASSAR. This is because the use of fairy tales can be an effective strategy to help teachers and students in the English learning process, especially in reading to improve vocabulary and increase students' confidence and understanding in interpreting vocabulary so that the competency standards in the learning process can be achieved.

Declaration of conflicting interest

The authors declare that there is no conflict of interest in this work.

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