

# Teaching English Vocabulary using “Listen, Show and Practice” Technique: A Case of the Third Graders of SD Negeri Gunungwungkal 02 in the Academic 2022/2023

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## Abstract

This study is aimed to analyze the students' perception on teaching English vocabulary using “Listen, Show and Practice” technique, the factor causes of difficulties in teaching English vocabulary using “Listen, Show and Practice” technique and the possible solutions can be prepared by the teacher and the young learners to teaching and learning English vocabulary. This study used descriptive qualitative method. This study used two data collection techniques: observation and interview. The teacher was successfully teaching English vocabulary using “Listen, Show and Practice” technique and success to bring the students' perception into a new condition that make the more enjoy and fun in teaching. Factors cause the difficulties encountered by the teacher and the young learners are the teacher got problem about limitation of the time, the teacher got difficult to handle the young learners, the teacher got difficult to make student to be spirits and active, the student did not feel confident and got ashamed to come in front of the class, and the young learners got difficult in pronouncing in English. The possible solutions can be prepared to overcome those difficulties encountered are managing time effectively, the teacher gave warning to the young learners who did not pay attention to the teacher explanation, the teacher giving intermezzo and giving motivation students, the teacher gave motivation to the young learner to be confidence and gave reward that the young learners were active and the teacher repeating, stressing the difficult word and pointed the suitable picture.

**Keywords:** listen, show, practice, technique, and vocabulary

## Introduction

According to Sa'd and Rajabi (2018) ; Sinhaneti and Kyaw (2012) a creative teaching approach must be used by the teacher to help students improve their vocabulary (Permana 2020). From Sa'd and Rajabi's ; Sinhaneti and Kyaw statement, it can be concluded that technique for teaching vocabulary is one of important aspect in teaching learning process.

There are some techniques which can be applied by teacher to arise the student's motivation to study English. According to Lelawati, Dhiya, and Mailani (2018) using

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techniques like "listen and do," "listen and repeat," "question and answer," intermediate learners can learn vocabulary.

From this technique, the writers choose, "listen and repeat, listen and do" for teaching vocabulary, but from this technique the writers give modification on this technique. The technique become "Listen, Show and Practice". This method is "Listen, Show and Practice" technique that the teacher says something word while shows a picture, real object or flash card the students listen carefully, after that the teacher says and shows a pict real object or flash card one more time then the student repeat or repeat what the teacher say. This technique will make students more interested in teaching learning process because the "Listen, Show and Practice" technique equipped with song, picture real object, etc. students will understand and memorize easily using "Listen, Show and Practice" technique.

The research question of this study is: whether there is teaching English vocabulary using "listen, show and practice" technique can help increase students' learning motivation in teaching English vocabulary for third grade elementary school.

The researchers hope implementing listen, show and practice technique will be useful for teacher in teaching English, it can also be a new experience in trachng vocabulary using listen, show and practice technique and the researchers hope can motivated the students to be more interest in learning English actually in increasing vocabulary.

## Literature Review

### A. Young Learners

According to Kasihani K.E. Suyanto (2007:15), he said that young learners are the students of elementary school who aged 6-12 years old. So, their age in third graders of elementary school about 8-9 years old. Kasihani K.E. Suyanto (2007:14), stated that the adults and children are not same. The difference is that adult usually find out by asking question, but children don't always ask. They either pretend to understand or they understand in their own terms and do what they think you want them to do.

From the statement above, it can be known that students of Elementary school have different characteristics from the students at the other levels. It may be because the Elementary school students are children who are at the beginning of the learning process especially learning English as a foreign language.

Young learners can device in to two groups, that is younger group (6-8 years old) and older group (9-12 years old). Most primary level learners will share these characteristics:

1. Children respond the language well through concrete things (visual things) rather than abstract things.
2. Children need physical movements and real activities to stimulate their thinking.
3. Children will be enthusiastic if they are taught using fun activities or being involved in activities.
4. Children love to play, and learn best when they are enjoying themselves.
5. Children learn well through something that is close to their culture.
6. Children like to work together.

Young learners learn language better and more easily than elder children. It means there is a widespread belief that there are definite advantages to introduce language early in life which overweight the advantage.

## **B. Vocabulary**

Vocabulary is the basic component to study many languages.

### **1. The Definition of Vocabulary**

There are a lot of definition about vocabulary:

- a. Vocabulary in most linguistic analyses, is the combination of its meaning, register, association, collocation, grammatical behavior, written form (spelling), spoken form (pronunciation), and frequency, which are all described as a set of attributes, or features. (Schmitt, 2000) in Alqahtani (2016).
- b. Vocabulary in general is the understanding of words and their meanings. Or, another person would describe vocabulary as a set of terms that are sorted alphabetically and include their descriptions (Alqahtani 2016).

### **2. Types of Vocabulary**

According to Kamil and Hiebert in Alqahtani (2016), divides two kinds of vocabulary, namely:

#### **a. Receptive Vocabulary**

Words that we can identify from hearing or seeing make up our receptive vocabulary.

#### **b. Productive Vocabulary**

The words we employ when speaking or writing are part of our productive vocabulary. Receptive vocabulary is typically broader than productive vocabulary and may include many of the words we use to convey meaning, even if we don't fully understand their definitions and connotations or haven't personally used them in our own speech or writing.

### **3. Classification of Vocabulary**

According to Jackson in Lelawati, Dhiya, and Mailani (2018), there are two types of vocabulary, namely active vocabulary and passive vocabulary.

#### **a. Active vocabulary**

Revers to the content and the function words of a language which are learned so thoroughly that they can be use in the performance of any communication act; the vocabulary which can be easily recalled for production.

#### **b. Passive vocabulary**

Refers to the words which learn know when they listen and read other words they known when learners receive through from another. Passive can call receptive vocabulary ability as follows: make some notes of the words and finding out the synonym and antonym, looking the dictionary, etc.

## **C. Teaching Vocabulary**

### **1. The Importance of Teaching Vocabulary**

vocabulary is very important to convey the meaning, to express desire and feelings and to communicate with others. Vocabulary is one at the component, which support the speakers in communication, whenever we want to communicate with other people using a language. According to Alqahtani (2016) one of the major hurdles students will confront throughout their academic careers is learning language. Learning vocabulary is one of the most difficult and important language skills to master.

Vocabulary is very important in learning a language, so the teachers should make their students practice and use it in students' daily activity. The teacher should not teach or

inform to the students to use it because of course the teacher must lead train the students to learn vocabulary every day.

2. The Difficulties in Learning Vocabulary

According to Thornbury (2004:27) in Surmanov and Azimova (2020) there are some factors that make vocabulary difficult for students:

a. Pronunciation

Some students found it challenging to speak in English since the terminology is difficult to pronounce.

b. Spelling

In this section, spelling errors are likely to result from sound or spelling mismatches, which might make words more challenging.

c. Length and Complexity

Syllabic in word families, big words don't seem to be any more challenging to learn than stress.

d. Grammar

Most students believe that learning grammar is challenging, thus they struggle with the words' associations, especially when they differ from their L1 equivalents.

e. Meaning

When asked to do an English task or exercise but do not understand the meaning, the students encountered difficulty. The kids may become confused as a result and lose interest in learning English terminology.

f. Idiomatic

In general, idiomatic idioms will be harder to understand than words with clear meanings.

3. Teaching Vocabulary for Elementary School

Learning vocabulary can simply be done through four levels:

1. Introducing : the teacher introduces new word by clear and correct spelling. The teacher uses the picture or real thing.
2. Modelling : the teacher gives give some example by having a role as model.
3. Practicing : the teacher asks the young learners to imitate and practice.
4. Applying : the young learners apply it in the appropriate situation with teacher's help.

*(Kasihani K.E. Suyanto 2007:48)*

#### **D. Teaching Learning Technique for Young Learners**

In teaching learning there are some techniques for young learners. According to Kasihani K.E. Suyanto (2007:88-89) states that some techniques in teaching learning for young learners:

a. Listen and repeat

The teacher says something that the student after that the teacher says one more time and then the student repeat what the teacher says.

b. Listen and do

The teacher says and order then the students listens carefully after that the do what the teacher says.

c. Question and answer

The teacher get one student ask a question and another to answer until most students in the class have practiced asking and answering the new question form.

d. Brainstorming

Get the learners to think as many words as possible related to the specific topic.

**E. “Listen, Show and Practice” Technique**

“Listen, Show and Practice” technique is a name of such teaching technique for young learner. This is kind of method which is used to present the teaching material than the students listen after that the teacher says one more time and then the student repeat what the teacher says.

For example:

Teacher	: “Listen and repeat”
	: It’s an orange
Students	: It’s an orange
Teacher	: it’s an apple
Students	: It’s an Apple

The “Listen, Show and Practice” technique is a technique that the teacher says something word while show a picture, real object or flash card then the students listen carefully after that the teacher says and show a picture real object or flash card one more time then the students repeat what the teacher say.

**F. Teaching Vocabulary Using “Listen, Show and Practice” Technique**

One of the characteristics of young learners is easy to get bored. So, the teacher has to be creative in delivering the knowledge to the students. “Listen, Show and Practice” technique is one of the techniques to increase vocabulary. It can create the atmosphere of learning. Based on Slattery (2001) in Bakhsh (2016) highlighted a few traits of young learners. They are inquisitive, inventive, and playful learners. They become their own selves quite fast and appreciate repeats and routines. They gain knowledge by watching, imitating, listening, and acting.

Students will be comfortable to study through “Listen, Show and Practice” technique. This technique can be used as a vehicle for transferring knowledge. It can also use to explore that desire and ideas that increase enthusiasm and motives.

**Method**

**A. Design of the Research**

The purpose of this research is to know the students’ perceptions on teaching English vocabulary using “Listen, Show and Practice” technique, the factor causes of the difficulties encountered by the young learners and the teacher and to found the possible solutions. Consider to the purpose, this research uses qualitative approach. Based on Kriyantono in Atika, A., & Rusli, T. I. (2016) in Silfia, Indah Rusli, and Nasrullah (2018) by collecting data as thoroughly as possible, qualitative methodologies are employed to fully explain the phenomenon.

## **B. Subject of the Research**

The subject of this research are the students of third graders of SD Negeri Gunungwungkal 02. So, the researchers will explain the population and sample as follow.

### **1. Population**

According to Suharsimi Arikunto (2010:173) population is the whole subject of research. If someone wants to examine all the elements that exist in the research area, then the research is a population study. The population will use in this study is third graders of SD Negeri Gunungwungkal 02 in the Academic Year 2022/2023. The population of the third graders of SD Negeri Gunungwungkal 02 there are 13 students.

### **2. Sample**

The researchers take third graders of SD Negeri Gunungwungkal 02, because they are the young learners in SD Negeri Gunungwungkal 02. According to Suharsimi Arikunto (2010:174) the sample is part or representative of the population studied.

## **C. Technique of the Collecting Data**

The writers used two ways to get a data, the researchers used observation and interview.

### **1. Observation**

The writers use an observation tool which is called a periodical note that is by writing the activities of the teacher and student in teaching and learning process.

### **2. Interview**

Interview activity will be done after teaching and learning process having finished. The researchers interview the teacher.

## **D. Intrument of the Research**

The writers used observation and interview as the instrument to get the data. Observation conducted during the class to obtain following information how to use the “Listen, Show and Practice” technique in teaching English vocabulary. The researchers decided that the data source of this research is SD Negeri Gunungwungkal 02, especially in third graders class.

## **E. Method of the Data Analysis**

This research used two kinds of instrument. The first instrument was observation. The observation here, the research used observation list. It consisted of 20 questions and checked by the researchers. The observation list, as follow:

*Table 1.1 Observation List*

No	Teacher Activity	Result	
		Yes	No
1.	Teacher prepares the equipment for teacher learning process.		
2.	Teacher greets the students as start the lesson.		

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3.	Teacher commands to the young learners to pray together.		
4.	Teacher motivates and attracts the students' attention by using questions related to the lesson taught.		
5.	Teacher uses methods and techniques related to the material in learning processes.		
6.	Teacher shows the media related to the lesson.		
7.	Teacher uses another source related to the lesson.		
8.	Teacher usually uses English when teaching the learning process.		
9.	Teacher is always patient and creative when teaching the learning process.		
10.	Teacher gives examples and shows simple pictures which relate to the topic.		
11.	Teacher arranges the voice variation and stresses voice when using difficult words and important words.		
12.	Teacher gives simple sentences to make it easy for students to understand and remember.		
13.	Teacher explains the difficult words.		
14.	Teacher always repeats the difficult words.		
15.	Teacher gives questions for young learners to come in front of the class to answer the questions.		
16.	Teacher corrects the wrong answers of the students.		
17.	Teacher repeats the correct answer and asks the student to repeat together.		
18.	Teacher gives homework about the lesson.		
19.	Teacher asks young learners to pray together before closing the lesson.		
20.	Teacher greets the students as closing the lesson.		

The second, the research used interviews. The questions asked by the researchers and the teacher of the third graders of SD Negeri Gunungwungkal 02 should answer them.

Table 1.2 Interview List

1. Apakah menurut anda pengajaran *vocabulary* menggunakan “*Listen, Show and Practice*” *technique* sudah tepat dilaksanakan untuk *young learners* ?
2. Apakah dalam pengerjaan *English vocabulary* menggunakan “*Listen, Show and Practice*” *technique* anda menemukan kesulitan?
3. Apakah *young learners* juga mengalami kesulitan dalam belajar *English vocabulary* menggunakan “*Listen, Show and Practice*” *technique*?
4. Bagaimana cara anda untuk mengatasi kesulitan anda dan *young learners* alami ?
5. Bagaimana menurut anda mengenai pemahaman *young learners* dalam proses belajar *vocabulary* menggunakan “*Listen, Show and Practice*” *technique*?

## F. Procedure of the Research

In completing the data, the researchers run some steps, they are:

- 1) The researchers prepared some observation list.
- 2) The researchers attended the teacher place to observe how the teacher applied the technique of teaching English vocabulary to the young learners.
- 3) The researchers note and wrote the observation list.
- 4) The researchers made some conclusions based on observation.

## Finding and Discussion

### A. Research Findings

The instrument used observation and interview toward teacher and students to collect the data. The results of observation and interview as follows:

#### 1. Observation Result

At the first meeting the teacher introduced the new material about the name of vegetables and fruits to the young learners. They responded the teacher’s explanation.

The teacher said vocabulary of vegetables in Indonesian language and then translated into English while directing to the picture. After that, she asked the young learners to repeat the vocabulary what teacher’s said. After that, the teacher introduced the song with the vegetables themes to sing together. The following are examples of the explanation of the name of vegetables at the first picture by the teacher:

*Wortel* : *carrot*  
*Kol* : *cabbage*  
*Bayam* : *spinach*  
*Timun* : *cucumber*

After that, the teacher directing the picture one by one while called name of the vegetables and the students repeat the teacher said.

Teacher : “wortel. Wortel in English is carrot”  
Student : “wortel is carrot”  
Teacher : “cabbage is kol”  
Student : “cabbage is kol”

Because there were some students who look so bored, the teacher asked to the students to sing a song again. After the students sing a song, the teacher directed picture by the picture,



and the young learners called the name. On second lesson, the teacher introduced the name of fruits.

To know the understanding of the students, teacher asked them to formed two group. She directed the picture then the young learners answered with arranged the words used property in English. The teacher asked one of their group to come in front of the class for answered the picture according her group aswered. Then, the teacher gave a score to the group that answered correctly and said it correctly.

From this activity, the teacher knew as much as the students' perception about this material using "Listen, Show and Practice" technique.

## **2. Interview Result**

The researchers made the interview sheet with the teacher of SD Negeri Gunungwungkal 02 on July, 12<sup>th</sup> 2022. The interview was intended to get a lot of information about teaching and learning English processed using "Listen, Show and Practice" technique.

The researchers asked some questions to the teacher that was related with teaching and learning process. The teacher said that teacher English vocabulary using "Listen, Show and practice" technique is good for young learners. Because, young learners like a gold brain, so they could memorize all of the things their saw and heard. This technique made the young learners get easy to memorize the vocabulary, and practiced their ear to listen carefully, the mouth to active say word by word.

## **3. Students' Perception in Teaching English Vocabulary Using "Listen, Show and Practice" Technique.**

The teacher knew as much as the students' perception about this material using "Listen, Show and Practice" technique. The students made mistake just little. Majority for the students make mistake in pronouncing of cucumber, cabbage.

For thirteen students in the class, just five students couldn't pronounce it with good enough. The young learners felt so easy to memorize the word by word of the vocabulary using "Listen, Show and Practice" technique. Because with repeated the word made they memorize and get easy to pronouncing.

## **4. The Factors of Difficulties Teaching English Vocabulary Using "Listen, Show and Practice" Technique.**

The factors caused the difficulties encounter by English teacher and the young learners in teaching English vocabulary using "Listen, Show and Practice" technique was based on data observation and interview. Here the results:

### **a. The teacher's factor cause:**

There were some factors caused difficulties by teacher such as:

- 1) The limitation of the time
- 2) The teacher got difficulty to handle the young learners
- 3) Difficulty to make students spirited and active

### **b. The students' factors cause:**

Based on results of the observation and interview. There are factors cause the difficulties encountered by the young learners are:

- 1) They did not feel confident and got ashamed to come in front of the class.
- 2) Difficulty in pronouncing the English

**5. The Possible Solutions of Factor Difficulties in Teaching English Vocabulary Using “Listen, Show and Practice” Technique.**

a. The solutions for the difficulties encountered by the teacher

The teacher's solutions in teaching English vocabulary using “Listen, Show and Practice” technique was also based on data observation and interview. From the result of observation and interview, the writers identified the teacher solutions in teaching English vocabulary using “Listen, Show and Practice” technique as follow:

- 1) Managing time effectively
- 2) Giving warning
- 3) Giving intermezzo and giving motivation

b. The solutions taken by the teacher to solve young learners' problem

Based on result of the interview and observation, the writers could solve the young learners' problem as follow:

- 1) Giving motivation and reward
- 2) Repeating, stressing the word and pointed the suitable picture.

**B. Discussion**

This study aims to know the students' perception on the teaching English vocabulary using “Listen, Show and Practice” technique, to know the factors that causes or influences those difficulties in teaching English vocabulary using “Listen, Show and Practice” technique and to offer some solutions to overcome problem teaching English vocabulary using “Listen, Show and Practice” technique.

In teaching learning process the teacher used topic about the names of vegetable and fruit. For example: carrot, spinach, tomato, mango and etc. The process of teaching learning English vocabulary using “Listen, Show and Practice” technique was: the teacher explained about the material, giving correction, explaining the young learners mistakes.

From the result of observation and interview the reseacher found the factor causes the difficulties encountered by the teacher and the young learners such as: the limitation of the time, the teacher got difficult to handle the young learners and difficulty to make student to be motivated and active.

From the problems above, the teacher provide some solutions to overcome the problems. They are: firstly, the teacher should solve the limitation of the time by preparing the material before starting the lesson. Another solution she should manage time effectively. Second, the teacher got difficulties to handle the young learners. The teacher solutions, she gave warning to the young learners that the teacher would give additional point and stamp on their hand to young learners who gave attention and could answer the question. The third, the teacher got difficulty to make students to be spirit and active. The teacher's solution, she knew that the young learners were not enthusiastic to join her class, she tried to give an intermezzo by giving a little bit of jokes. The teacher gave also motivation in order to make young learners be more active.

The reseacher found the factors caused the difficulties encountered by the young learners. The factors are they did not feel confident and got ashamed to come in front of the class and difficulty in pronouncing the English word.

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The solution taken by the teacher to solve young learners in English vocabulary, such as: for the first problem, the teacher found her young learners did not have confidence and ashamed when to come in front of the class. The teacher gave solution to solve that problem. The solution was the teacher motivated the young learners to be confidence and would give reward. The teacher gave point to the young learners who were active. The second problem was the student got difficult in pronouncing the English word. The solution was the teacher repeated and said slowly while pointed the picture and said the word with correct pronunciation. And then, the teacher asked all of the young learners to imitate for many time until the young learners pronounced the names of vegetables and fruits correctly.

In addition to the reason, using “Listen, Show and Practice” technique was appropriate in teaching learning English vocabulary for third granders students has characteristic difference than adult.

## Conclusion

Based on the data analysis, there are conclusions drawn :

The teacher was successfully teaching English vocabulary using “Listen, Show and Practice” technique and success to bring the students’ perception into a new condition that make the more enjoy and fun in teaching and also easy to learn their experienced in learning activities.

From the teaching-learning process, there were several factors cause the difficulties encountered by the teacher and the young learners are the teacher got problem about limitation of the time, the teacher got difficult to handle the young learners, the teacher got difficult to make student to be spirits and active, the student did not feel confident and got ashamed to come in front of the class, and the last the young learners’ got difficult in pronouncing in English.

The possible solutions can be prepared the teacher and the young learners to overcome those difficulties encountered by the English teacher and the young learners are managing time effectively, the teacher gave warning to the young learners who did not pay attention to the teacher explanation. For the third, the teacher giving intermezzo and giving motivation students, the teacher gave motivation to the young learner to be confidence and gave reward that the young learners were active. And the last, the teacher repeating, stressing the difficult word and pointed the suitable picture.

Based on this research, the “Listen, Show and Practice” technique is very suitable for teachers to use to make it easier for students to learn vocabulary. This technique will also be better for students to learn vocabulary using “Listen, Show and Practice” technique because makes the student get easy to memorize vocabulary.

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