



**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**

Final Project

Submitted in partial fulfillment of the requirements

For degree of Sarjana Pendidikan in English

by

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGE AND ARTS EDUCATION
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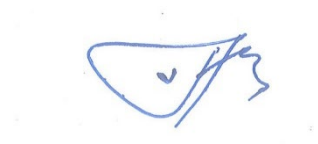
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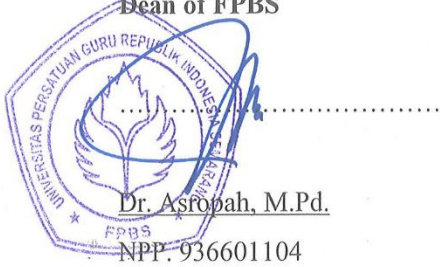
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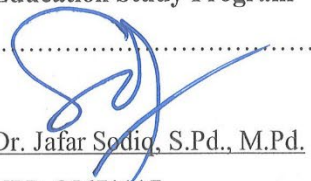
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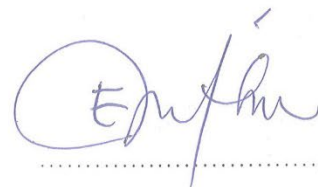
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DEDICATION

This final project is dedicated to :

- My beloved father and mother, Sumino and Kunarti
- My self, Luluk Imahmun
- My beloved older sister, Larasati
- My beloved younger brother, Anton Wibowo
- My beloved friends at SDN Gunungwungkal 02
- My support system, my future husband

MOTTO

Fight for opportunities because opportunities don't come many times.

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ABSTRACT

Imahmun, Luluk. 2022. Teaching English Vocabulary using “Listen, Show and Practice” technique : A Case of the Third Graders of SD Negeri Gunungwungkal 02 in The Academic Year 2022/2023. Final Project, English Study Program, Faculty of Language and Arts Education, University of PGRI Semarang. Advisor I: Dr. Dyah Nugrahani, M.Hum., Advisor II: Sri Wahyuni, S.Pd., M.Pd.

Keywords: listen, show, practice, technique, vocabulary.

This study is concerned with teaching English vocabulary by using Listen, Show and Practice Technique. The objectives of this study are: (1) To know the Students’ perception on teaching English vocabulary using "Listen, Show and Practice" technique. (2) To know the factor that causes or influences those difficulties in teaching English vocabulary using "Listen, Show and Practice" technique. (3) To offer some solutions to overcome problem teaching English vocabulary using "Listen, Show and Practice" technique.

In order to achieve the objectives of the study, relevant theories refer to and discussed in some detail. Significant among them are theories on the young learners, vocabulary, teaching vocabulary, teaching learning technique for young learners, “Listen, Show and Practice” technique, teaching vocabulary using "Listen, Show and Practice” technique.

This research uses qualitative descriptive. The population in this research is students of the third graders of SD Negeri Gunungwungkal 02 in the Academic Year 2022/2023. The total numbers of students as sample are 13. Data is collected through observation and interview.

The result of this research shows that (1) Students’ perception in teaching English vocabulary using "Listen, Show and Practice” technique. (2) The teacher and the young learners get difficulties faced in teaching English vocabulary using “Listen, Show and Practice” technique. (3) The teacher had possible solutions to solve the difficulties faced by the teacher and the young learners in teaching English vocabulary using “Listen, Show and Practice” technique.

The suggestions are proposed for the teacher and the students that (1) The teacher should use “Listen, Show and Practice” technique to teach English vocabulary because, the teacher successfully teach English vocabulary using "Listen, Show and Practice” technique. (2) The students should memorize the new vocabulary that taught by their teacher.

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CHAPTER I

INTRODUCTION

In this chapter, I discuss about background of the study, reason for choosing the topic, statements of the problems, objectives of the study, significances of the study, definition of key terms, and outline of the study.

A. Background of the Study

Vocabulary is an important element in a language besides pronunciation, grammar and etc. teaching vocabulary is not easy for the English teacher. A teacher needs to remember that students may still find difficulty to use pronunciation correctly in their language. The teacher needs to choose one of the techniques which are the best for student.

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

From this technique, the writer chooses, "listen and repeat, listen and do" for teaching vocabulary, but from this technique the writer gives 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 children of Elementary School level (8-10 years old) are keen concerned in asking many think, one of them is language and their meaning. According to Musthafa (2010) in Mutiah et al. (2020) children's attention spans are limited. It means that, unlike adult learners who can longer focus on their study, the children who have short pay attention only for about twenty minutes in their study. This means the teacher should have various teaching techniques for their activity in the class to avoid boredom on the student's part.

“Listen, Show, and Practice” technique is highly motivating, especially for children. Therefore, it is considered appropriate to be used in the Elementary School for students of its level mostly use their senses. The use of “Listen, Show, and Practice’ technique has many advantages in teaching learning process, particularly in teaching vocabulary. It is hope for students to be more motivated to learn vocabulary.

This method of this study is descriptive qualitative. This research explores and describes about “Listen, Show, and Practice” technique in teaching vocabulary for Elementary School.

Based on the discussion above as highlighted earlier, this study focuses on the use of “Listen, Show and Practice” technique teaching vocabulary: A case study of the Elementary School students of SD Negeri Gunungwungkal 02 in the Academic year 2022/2023.

B. Reason for Choosing the Topic

1. Researchers wanted to know 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.
2. The researcher chose SDN Gunungwungkal 02 because me as wiyata bhakti there and I am an alumni of that elementary school. So, I was quite close and knew the teachers at the school.

C. Statements of the Research Problems

The statements of the problems can be stated as follows:

1. What is students' perception on teaching English vocabulary using “Listen, Show and Practice” technique of third graders of SD Negeri Gunungwungkal 02?
2. What factors cause the difficulties faced of an English teacher and young learners of the third graders of SD Negeri Gunungwungkal 02 in teaching English vocabulary using “Listen, Show and Practice” technique?

3. What possible solutions will the teacher prepare to overcome those difficulties encounter by English teacher of the third graders of SD Negeri Gunungwungkal 02 in teaching English vocabulary using “Listen, Show and Practice” technique?

D. Objectives of the Study

The objectives of the study can be stated as follows:

1. To know the students’ perception on the teaching English vocabulary using “Listen, Show and Practice” technique.
2. To know the factors that causes or influences those difficulties in teaching English vocabulary using “Listen, Show and Practice” technique.
3. To offer some solutions to overcome problem teaching English vocabulary using “Listen, Show and Practice” technique.

E. Significances of the Study

The importance of research is as follows:

1. For the English teacher the writer hopes that the result of the research will be useful for the teacher in teaching English, it can also be a new experience in teaching vocabulary using “Listen, Show and Practice” technique.
2. For the students this research hopes can motivate the students to be more interest in learning English actually in increasing vocabulary.
3. For the writer this study can give information to the readers about “Listen, Show and Practice” technique in teaching vocabulary for young learners.

F. Definition of Key terms

1. Teacher

Teacher is the job of teaching things. Teacher is an educator mentors, trainers, and curriculum developers who can create conducive learning conditions and atmosphere, namely the learning atmosphere fun, interesting gives a sense of security, gives space to students to think actively, creatively, and innovatively in exploring and elaborate on his abilities (Helmi 2015).

2. Vocabulary

According to Bakhsh (2016) vocabulary is a fundamental and essential part of learning any language. For English language learners, the use of games to teach vocabulary has become significantly important since they encourage fluent, fearless, and creative language use while sustaining enjoyment and enthusiasm in learning.

3. "Listen, Show and Practice" technique

a. Listen

According to Devino (2013) in Martoredjo (2014) listening activities can be interpreted as an active process of receiving stimuli (stimulus) in the ear. In this technique, listen means students would listen carefully by teacher says to give information.

b. Show

According to Indonesian dictionary in David Moeljadi, Randy Sugianto, Jaya Satri Hendrik (2016) show that to prove that something

is true. So, in this technique show that the teacher shows the picture or flash card to the students after say the words. So, it can make something interest for students.

c. Practice

According to Sudjana (2005: 157-158) in Krisnan (2020) is a method in learning that is used with the aim of training and improving the ability of students to apply the knowledge and skills that have been obtained to be carried out in real life or in the field, work, or actual tasks.

4. SD Gunungwungkal 02

SD Gunungwungkal 02 is a school which is located at Pati. The researcher will do the research in this school.

G. Outline of the Final Project

In this discussion, the writer makes final project to facilitate the readers in understanding this study. This final project is divided into five chapters.

Chapter I presents the introduction, it consists of background of the study, reason for choosing the topic, statements of the problem, objective of the study, significances of the study, definition of key terms, and outline of the research.

Chapter II is review of the related literatures. It begins with young learners, vocabulary, teaching learning technique for young learners, “Listen, Show and Practice” technique, teaching vocabulary using “Listen, Show and Practice” technique.

Chapter III consist of methodology of research. It starts with design of the research, role of the research, subjects of the research, instruments of the research, technique of collecting data, method of data analysis.

Chapter IV consists of research findings and discussion. It presents the result of the research and discussing the research.

Chapter V consists of the conclusions and suggestion. This chapter contains the conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of the literature which is related to this research. It begins with young learners, vocabulary, teaching vocabulary, teaching learning technique for young learners, "Listen, Show and Practice" technique, teaching vocabulary using "Listen, Show and Practice" technique, previous study.

A. Young Learners

The research is a research about young learners of elementary school in the third grade. 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 do not 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.

The age of Elementary school students begin at 6 years old. So that, the third grade of Elementary school students are usually at the age of 9. In this age, they have some general characteristics. So, teachers teach young learners using special methods that are different from teaching older learners.

One of the important purposes in teaching learning English for elementary school is to grow motivation for students to learn English. For that reason, we have to understand about the characteristic of young learners.

Kasihani K.E. Suyanto (2007:16-20) classified the characteristic of young learner;

1. They have egocentric attitude.
2. They do not know the differences between fiction and nonfiction.
3. They are active and have high imagination.
4. They are easy to get bored.
5. Their life is so colourful.
6. They like to do the task by themselves.
7. They are ready to learn language.
8. They often “teach” each other.
9. They want to learn and are happy when they learn something, then they have to share it with somebody and they are proud that they learnt something, they can show off a little bit.
10. They can think, argue, discuss and they are able to interact with both children and adults. They are able to concentrate for certain time.
11. They are able to talk about what they are doing.
12. They love to share their experiences, they love when people pay attention to them and their talking.

B. Vocabulary

Vocabulary is the basic component to study many languages. By studying vocabulary, we can master the four language skills; they are listening, speaking, reading and writing. More than learners have more chance they master the language:

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).

From the definition above, the writer meaning comes to the conclusion that a vocabulary is a list of words with their meaning. The verb can be active or passive form. It is employed by a language, group or individual.

In this study vocabulary which is used by the writer is all words that relationship with things that often encounter everyday.

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

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

b. Passive vocabulary

Refers to the words which learners know when they listen and read other words they know when learners receive through from another. Passive can be called 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

In every language, vocabulary is very important to convey the meaning, to express desire and feelings and to communicate with others. Vocabulary is one of the components, 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.

Vocabulary as the one of language component has important role in English learning. Without mastering vocabulary, it is possible to master English well. The students who get more vocabulary, they can enrich their English easily. To enrich vocabularies cannot separate from learning the word that they have to say, it means they can't communicate fluently and can't convey the information to the other or even to your friends. It can make misunderstanding in conveying the message or the purpose of the communications.

In fact the vocabulary skills is the most important aspect in mastering English because by knowing vocabulary we will be easier to acquire English. Studying a language be learn to the students by using some methods. The teacher should create or select the techniques for the teaching vocabulary.

Therefore, vocabulary instruction is crucial for language learning because it helps children acquire all other language skills, including speaking, listening, reading, and writing. According Linse (2005) in Bakhsh (2016) students who want to master the language must be familiar with a list of words and their definitions because this will help them advance their abilities.

2. The Difficulties in Learning Vocabulary

In teaching vocabulary teacher should not give it separately word by word. It will make the students know the words just the way they are without understanding how to apply the words whether in spoken or written in sentences or paragraph.

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

The mastery of vocabulary one to others is different. There is some factors influence the ability, one of them is age. The older someone is the more he/she master vocabulary. The vocabulary got is through

formal instruction. Children usually know words that they use every time. In each age they have their own stage in learning. Elementary school students like to know the vocabulary that they use every day or common vocabulary that can be used in various situations as the function, such as concrete nouns, communicating verbs and so on adjectives. To know about it let's discuss about some parts of speech.

Learning vocabulary can simply be done through four levels:

1. **Introducing** : the teacher introduces new words by clear and correct spelling. The teacher uses the picture or real thing.
2. **Modelling** : the teacher gives some examples 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 the teacher's help.

(Kasihani K.E. Suyanto 2007:48)

D. Teaching Learning Technique for Young Learners

Technique is a way of doing something that has a certain purpose. Thus, in choosing a technique that is used in elementary school level, some supported reasons and factors are needed, such as; characteristics of the activities, purpose and the characteristics of the students.

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

In this research, the writer tries introduce a technique to learn English vocabulary. According to Ani Widayanti (2004) technique is a strategy used as a tool to achieve the teaching and learning objectives. This learning technique will interesting and makes the children enjoy learning English vocabulary that they think difficult become easy and enjoyable. The

technique that use in teaching vocabulary is “Listen, Show and Practice technique”.

“Listen, Show and Practice” technique is one of methods to make students interest to study. Because with “Listen, Show and Practice” technique students can also studying and playing. So, students do not feel bored.

“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 example above is “Listen and Repeat” technique. The teacher says the shows an apple and orange. The students repeat it together. The next method is “Listen and Do” technique. This technique is teacher say an order and then the students listen carefully after that they do what the teacher says.

(Kasihani K.E. Suyanto (2007:89)

For example :

Teacher : “stand up, please”

- (siswa berdiri)
- Teacher : “sit down, please”
- (siswa duduk)
- Teacher : “open your book !”
- (siswa membuka bukunya)
- Teacher : “put your pencil under the book!”
- (siswa menaruh pensil di bawah bukunya)

From the explanation about the written concludes that the technique is modified become “Listen, Show and Practice”. The written decided to modification the technique because the technique is for Elementary school students to increase vocabulary. So, 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. This technique can be equipped by using song, picture, real object, flash card and act.

“Listen, Show and Practice” technique is one of excellent methods in teaching vocabulary. By using “Listen, Show and Practice” teaching learning process will be more interesting and the students will get more motivation and they also will be easy to learn vocabulary.

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

One of the characteristic 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.

Learning vocabulary using “Listen, Show and Practice” technique is an excellent method. It can be interest students to study English Vocabulary. It also means that the use of this technique may offer parallel opportunities both for the teacher-student and student interaction.

G. Previous Study

To understand this research, the researcher describes several relevant studies. The first is the research of Syafrizal and Haerudin (2018) entitled The Implementation of Vocabulary Building Strategy in Teaching English Vocabulary to Young Learners. This study, which focuses on vocabulary development techniques for teaching vocabulary to young learners, is a descriptive qualitative study. It outlines the teacher's approach and methodology for teaching English vocabulary to young students in pesantren Daar el-qolam 3. Students at the Islamic boarding school Daar el-qolam 3 in

the seventh grade. According to the observation, there are various elements that contribute to issues with vocabulary teaching and learning. The issue was caused by two factors. They come from the instructor and the pupils. The issues listed below are detailed as follows: the professor The teacher herself is the source of the first issue. The issues prevent the teacher from successfully instructing the students. The kids can divide up the second difficulties. Since most students struggle with more than one aspect of learning English, their issue may be problematic.

The second study is entitled *The Teaching of English Vocabulary to Young Learners* and was conducted by Lelawati, Dhiya, and Mailani (2018). The goal of this study is to discuss the methods the teacher employed in SD Negeri Padasuka 2 in Soreang to teach English vocabulary to young students. Descriptive study is the method employed in this investigation. Interviews and observation were two of the three data gathering methods used in this study. The four grade pupils of SD Negeri Padasuka 2 Soreang served as the subjects and the English instructor was the data's source. According to the research, the teacher used a variety of methods in two stages to teach vocabulary. The preferred methods for teaching new words are flashcards and mime.

The third is the reasearch of Silfia, Indah Rusli, and Nasrullah (2018) entitled *Teaching Vocabulary to Young Learners by Using Animation Video*. The study's findings are presented in a classroom action research (CAR) project on the use of animated videos in vocabulary instruction for young students. The goal of this study is to determine whether or not grade IV

students at SD Negeri 2 Baruga can master their vocabulary through the usage of animation video. This study was carried out over the course of two cycles, each of which had three sessions. Planning, taking action, observing and evaluating the results, and reflecting made up either the first or second cycle. Students at SD Negeri 2 Baruga's grade IV were the study's subjects. There were 30 pupils in the class, 8 of whom were men and 22 of whom were women. After that, the tools were utilized in this.

The last is the research of Indrasari, Novita, and Megawati (2018) entitled *Attractive Media for Teaching Vocabulary to Lower Class of Young Learners*. The purpose of this study is to determine whether using a huge book during first grade in a primary school has a substantial impact on kids' vocabulary achievement. The researchers in this instance employed a quantitative method and a quasi-experimental methodology. There were 35 students in each group that made up the study's subject. Try-outs, pre-tests, treatments, and post-tests were the key learning activities. The researcher computed the data and tested the hypothesis during analysis using the ttest. According to the study's findings, using huge books has a considerable impact on kids' vocabulary development. Additionally, in I-B as the experimental class, the results of the vocabulary recognition task, or VRT, revealed more pleasing points.

The similarities between the previous studies above and this research are the same, namely the use of more interesting and imaginative ways to increase student interest in learning. The difference with previous studies and this research is that the researchers focus on the chosen technique, namely

listening, seeing, and practicing. Listening to what the teacher teaches, seeing pictures or props that the teacher brings, and practicing what the teacher has taught.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This part discusses about design of the research, role of the research, subjects of the research, instrument of the research, technique of collecting data, method of data analysis. Those factors are very important for the write in conducting his experimental study, and obtaining the empirical data as the result of the experimental.

A. Design of the Research

Research is a process, a systematic way to answer the problems. 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. Role of the Research

This research used two instruments. They are observation and interview to collect the data. From the observation, the researcher will be able to know about the difficulties face the teacher when teaching English vocabulary using "Listen, Show and Practice" technique. Information obtained from

observation was recorded on the observation sheet. The researcher conduct to interview after the class was over to discuss with the teacher ask for the factor causes of the difficulties in teaching learning process of using “Listen, Show and Practice” technique when teaching English vocabulary.

The researcher tried to be an observer. The researcher observed the teacher’s technique when teaching English vocabulary by using “Listen, Show and Practice” technique.

C. Subject of the Research

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

1. Population

For collect the data, the writer had to find out the appropriate a group to do this research. 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 researcher takes 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. Based on the definition above, sample is a part of individuals or subject sample from the population who investigated, so sample has to represent the population in this research.

D. Instrument of the Research

An instrument is very important in research, because through the instrument, the researcher can easy to find out information and data of the result be observed.

The writer 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 researcher decided that the data source of this research is SD Negeri Gunungwungkal 02, especially in third graders class. In the observation, the research fills up observation sheet and interview sheet.

E. Technique of the Collecting Data

One of the most important activities in research is how to collect the need data. The writer used two ways to get a data, the researcher used observation and interview.

1. Observation

The writer uses 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. According to Silfia, Indah Rusli, and Nasrullah (2018) the purpose of the observation was to determine whether the pupils were engaged in the teacher's subject and whether they were learning new terminology.

In this case, the researcher herself is the main key to do the observation. In completing the data, the researcher run some steps, they are:

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

2. Interview

Interview activity will be done after teaching and learning process having finished. The researcher interview the teacher; through interview the teacher can give her opinion about teaching and learning process especially teaching English vocabulary using "Listen, Show and Practice" technique. The questions of interview are form of the statements of this reseach.

F. Method of the Data Analysis

Every research there are the methods to analyse and to collecting the data. According to Goktas et al (2012) and Uzunboylu and Asiksoy (2014) in Fauzi and Pradipta (2018) the analysis methods are the most frequently used data analysis methods, several other approaches are also regularly employed by numerous researchers. 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 researcher. 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.		
3.	Teacher commands to the young learns to pray together.		
4.	Teacher motivates and attracts the students intention by using question relates to the lesson taught.		
5.	Teacher uses method and technique relate with the material in learning prosses.		
6.	Teacher shows the media relate to the lesson.		
7.	Teacher uses another source relate to the lesson.		
8.	Teacher usually used English when teaching learning		

	process.		
9.	Teacher is always patient and creative when teaching learning process.		
10.	Teacher gives example and shows the simple pictures which relate the topic.		
11.	Teacher arranges the voice variation and stressing voice when using the difficult words and the important words.		
12.	Teacher gives the simple sentences to make the students easy to understanding and remembering.		
13.	Teacher explants the difficult words.		
14.	Teacher always repeat the difficult words.		
15.	Teacher gives the questions for the young learners occasion to come in front of the class to answer the questions.		
16.	Teacher corrections the wrong answer of the students.		
17.	Teacher repeats the correct answer and she asks the student to repeat together.		
18.	Teacher gives home work about the lesson.		
19.	Teacher asks to the young learners to pray together before close the lesson.		
20.	Teacher greets the students as close the lesson.		

The second, the research used interview. The questions asked by the researcher and the teacher of the third graders of SD Negeri Gunungwungkal 02 should answer them. Her answer are important for the researcher in identifying

and explaining the factor causes by the teacher and young learners in learners English vocabulary by using “Listen, Show and Practice” technique and then, to find out the possible solution of the factor cause difficulties by the teacher and young learners. For the last, to know the student’s perception using “Listen, Show and Practice” technique in teaching English vocabulary.

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?

CHAPTER IV

THE RESEARCH FINDINGS AND DISCUSSION

This chapter discusses research findings and discussion. It presents the students' perception using "Listen, Show and Practice" technique in teaching English vocabulary, and the factor causes the difficulties encountered by the young learners and the teacher in teaching English vocabulary using "Listen, Show and Practice" technique.

A. Research Findings

The subjects of this research were the third graders of SD Negeri Gunungwungkal 02 in the academic year 2022/2023. The instrument used is observation and interview toward teacher and students to collect the data. The results of the observation and interview are follows:

1. Observation Result

The writer started to observe the third graders of SD Negeri Gunungwungkal 02 on July, 12th 2022. The writer came to the teacher and share with teaching English vocabulary using "Listen, Show and Practice" technique.

At 8 a.m the teacher taught English to third grade students with the technique that has been shared by the researcher. The following example of greeting and checking the students' attendance:

Teacher : “Good morning, guys”

Students : “Good morning, mom”

Teacher : “How are you today?”

Students : “I am fine, and you?”

Teacher : “I am fine too. Let’s pray together.”

Students : (They were singing together)

Jari jempol ...
(Thumb)

Jari telunjuk...
(Index finger)

Jari tengah yang Panjang...
(Long middle finger)

Jari manis untuk cincin...
(Ring finger for the ring)

Jari kelingking saying..
(Dear little finger)

Kuberhitung ... 1,2,3,4,5...
(I count one, two, three, four, five)

Angkat tangan tutup mata...
(Raise your hands, close your eyes)

Ayo kita berdoa..
(Let’s we pray together)

Students : (They were praying together)

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. She delivered the explanation using Indonesian language and using "Listen, Show and Practice" technique. The teacher used picture dictionary in learning process.

The teacher said vocabulary of vegetables in Indonesian language and then translates it 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
Bawang merah	: garlic
Tomat	: tomato
Seledri	: celery
Kentang	: potato
Bawang putih	: onion
Jamur	: mushroom

After that, the teacher directs the picture one by one while called name of the vegetables and the students repeat the teacher's word.

Teacher : “Wortel. Wortel in English is carrot”

Student : “Wortel is carrot”

Teacher : “Cabbage is kol”

Student : “Cabbage is kol”

Teacher : “Jamur is mushroom”

Student : “Jamur is mushroom”

Because there were some students who look so bored, the teacher asked to the students to sing a song again. This song adopted from Pelangi - pelangi, just changed on the lyrics. Singing could help the students to memorize the vocabulary.

Brokoli – brokoli, potato itu kentang

Mushroom itu jamur

Carrot itu wortel

Bawang merah itu onion

Bawang putih itu garlic

Seledri celery, cucumber timun

It means that, the young learners heard the new vocabulary, then they could say it. After they heard the teacher’s said and saw a picture, then they knew the meaning of they heard. The teacher asked the young learners to follow what she said. The teacher gave several examples before. It was done by the teacher in order to make young learners got easy to understand about the name of vegetables.

After the students sing a song, the teacher directs picture by the picture, and the young learners called the name. On second lesson, the teacher introduced the name of fruits. The following is example the name of the fruits:

Semangka : watermelon

Pisang : banana

Jambu : guava

Jeruk : orange

Mangga : mangoes

Nangka : jackfruit

Apel : apple

Anggur : grape

The teacher called the names of the fruits and directed the picture, the young learners listen carefully. And then, the teacher asked the young learners to repeat the words.

Teacher : “Jackfruit is nangka”

Students : “Jackfruit is nangka”

The teacher : “Grape is anggur”

Students : “Grape is anggur”

Teacher : “Mango is mangga”

Students : “Mango is mangga”

To know the understanding of the students, teacher asked them to form two groups. She directs 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. The teacher gave corrections the young learners' vocabulary about the mistakes which is done by them, so they knew their mistake.

The following are the results of observations list :

Table 1.3 The result of 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.	√	
3.	Teacher commands to the young learnes to pray together.	√	
4.	Teacher motivates and attracts the students intention by using question relates to the lesson taught.	√	
5.	Teacher uses method and technique relate with the material in learning prosses.	√	
6.	Teacher shows the media relate to the lesson.	√	
7.	Teacher uses another source relate to the lesson.	√	
8.	Teacher usually used English when teaching learning process.		√
9.	Teacher is always patient and creative when teaching learning process.	√	

10.	Teacher gives example and shows the simple pictures which relate the topic.	√	
11.	Teacher arranges the voice variation and stressing voice when using the difficult words and the important words.	√	
12.	Teacher gives the simple sentences to make the students easy to understanding and remembering.	√	
13.	Teacher explants the difficult words.	√	
14.	Teacher always repeat the difficult words.	√	
15.	Teacher gives the questions for the young learners occasion to come in front of the class to answer the questions.	√	
16.	Teacher corrections the wrong answer of the students.	√	
17.	Teacher repeats the correct answer and she asks the student to repeat together.	√	
18.	Teacher gives home work about the lesson.		√
19.	Teacher asks to the young learners to pray together before close the lesson.	√	
20.	Teacher greets the students as close the lesson.	√	

2. Interview Result

The writer conducted an interview with the teacher of SD Negeri Gunungwungkal 02 on July, 12th 2022. The researcher wanted to get information about teaching vocabulary by using “Listen, Show and Practice” technique. This is the conversation between the English teacher with the researcher.

Table 1.4 The result of interview sheet

The researcher	:“Apakah menurut anda pengajaran <i>vocabulary</i> menggunakan “ <i>Listen, Show and Practice</i> ” <i>technique</i> sudah tepat dilaksanakan untuk <i>young learners</i> ?”
The teacher	:“Menurut saya mengajar <i>vocabulary</i> menggunakan “ <i>Listen, Show and Practice</i> ” <i>technique</i> terhadap anak-anak SD sangat tepat. Mengingat di sekolah ini, pelajaran Bahasa Inggris baru diberikan pada kelas 3. Jadi, dengan Teknik ini, anak – anak bisa mengingat kosakata yang diajarkan dengan mudah, karena tipeya ini kan diulang-ulang. Melihat gambarannya juga, jadi mereka mudah mengingatnya.”
The researcher	:“Apakah dalam pengerjaan <i>English vocabulary</i> menggunakan “ <i>Listen, Show and Practice</i> ” <i>Technique</i> anda menemukan kesulitan?”
The teacher	: “Tentu saja ada kesulitan. Yang pertama yang saya alami adalah kesulitan untuk mengatur waktu. Bagaimana tidak? Karena waktu 35 menit untuk menyampaikan materi, belum lagi memberikan koreksi. Ada kendala anak-anak yang menangis karena diganggu temannya. Ada beberapa siswa yang tidak focus terhadap pelajaran. Memang kendali anak-anak SD sungguh berbeda dengan anak SMP dan SMA. Mereka

	harus mendapatkan perhatian penuh, agar anak-anak bisa pahami apa yang akan mereka pelajari.”
The researcher	: “Apakah <i>young learners</i> juga mengalami kesulitan dalam belajar <i>English vocabulary</i> menggunakan “ <i>Listen, Show and Practice</i> ” technique?”
The teacher	: “Kalau anak – anak, mereka itu malu untuk maju kedepan kelas. Mereka merasa malu, tidak percaya diri, takut kalau nanti mereka maju ke depan kelas, menjawab pertanyaan dan salah. Itu adalah sebagai momok yang besar bagi mereka yang mempunyai rasa percaya diri yang tipis. Bias-bisa mereka tidak akan mau lagi untuk maju dilain kesempatan. Karena ada rasa trauma yang tumbuh dalam diri mereka. Nah, itu yang menjadi tugas saya menjadi seorang guru untuk menumbuhkan rasa percaya diri mereka, dan tidak takut untuk salah. Anak-anak juga mengalami kesulitan untuk pengucapannya. Seperti contoh mengucapkan cucumber, sudah saya ulang beberapa kali tapi masih ada beberapa dari mereka yang tidak bisa mengucapkan dengan benar”.
The researcher	: “Bagaimana cara anda untuk mengatasi kesulitan anda dan <i>young learners</i> alami ?”.
The teacher	: “ Saya mempunyai jurus untuk membuat anak-anak mau memperhatikan penjelasan saya mengenai materi.

Saya di kelas punya spidol, yang akan saya gunakan untuk mencoret pipi anak yang ramai sendiri. Jadi, sampai dirumah atau ketika ada teman yang melihat, dia akan merasa malu. Jadi, saya rasa dengan cara itu mereka akan kapok untuk ramai sendiri di kelas. Kemudian yang kedua untuk mengatasi masalah pengucapan mereka yang kurang benar, saya selalu mengucapkan kata itu berulang ulang, sehingga didalam otak mereka terekam kata yang saya ucapkan. Sehingga, mereka bisa mengingatnya. Siswa yang bisa menjawab pertanyaan, atau berani maju ke depan kelas akan saya berikan hadiah misalkan berupa pujian, atau ciki. Anak- anak suka sekali dengan makanan ringan atau ciki. Nah, kalau untuk masalah yang saya hadapi tadi, adalah keterbatasan waktu dan memegang kendali siswa di kelas. Menurut saya, untuk permasalahan itu, saya harus mempersiapkan segalanya sebelumnya. Jadi, tidak banyak waktu yang terbuang sia-sia. Memegang kendali siswa ya seperti yang saya katakan tadi, menggunakan spidol. Jadi, mereka akan lebih mudah untuk tenang, memperhatikan pelajaran.”

The researcher : “Bagaimana menurut anda mengenai pemahaman *young learners* dalam proses belajar vocabulary

	menggunakan “ <i>Listen, Show and Practice</i> ” technique?”
The teacher	: “Menurut saya, teknik ini sangat bagus untuk siswa. Karena, ini menggunakan media gambar juga. Selain itu, kalau mengajar hanya sebatas angan-angan saja. Tidak ada contoh yang nyata. Mereka bisa mendengarkan berkali-kali, melihat gambarnya, mengucapkan sendiri. Jadi, saya rasa menggunakan teknik ini sangat bagus, dan cukup berhasil, karena banyak diantara mereka yang bisa dengan mudah paham dan mengucapkan kosakata bahasa Inggrisnya dengan baik dan benar.”
The researcher	: “Iya bu, terima kasih atas waktunya dan jawaban yang ibu berikan.”
The teacher	: “Ya, sama-sama.”

3. Students’ Perception in Teaching English Vocabulary Using “Listen, Show and Practice” Technique.

From of all the activity, the teacher knew as much as the students’ perception about this material using “Listen, Show and Practice” technique. The teacher corrects the vocabulary of the young learners who are wrong, so they knew their mistake.

From all of the students, they could point the picture, arranged the words and said the vocabulary with good enough. They made mistake just

little. Majority for the students make mistake in pronouncing of cucumber, cabbage. For thirteen students in the class, just five students could not pronounce it good enough.

Based on the interview result, the teacher said : “menurut saya, teknik ini sangat bagus untuk siswa. Karena, ini menggunakan media gambar juga. Selain itu, kalau mengajar hanya sebatas angan-angan saja. Tidak ada contoh yang nyata. Mereka bisa mendengarkan berkali-kali, melihat gambarnya, mengucapkan sendiri. Jadi, saya rasa menggunakan teknik ini sangat bagus, dan cukup berhasil, karena banyak diantara mereka yang bisa dengan mudah paham dan mengucapkan kosakata bahasa Inggrisnya dengan baik dan benar.” (Erna 2022)

Based on the above statement the young learners felt so easy to memorize the words of the vocabulary using “Listen, Show and Practice” technique. Because repeated the word made them memorized and easy to pronounce.

4. The Factors Difficulties in 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. The following are the difficulties faced of teachers and young learners:

a. Difficulties faced of the teacher

From the results of interview conducted with English teacher. There are several factors that cause teacher to find it difficult to teaching English vocabulary using the “listen, show and practice” technique:

1) The limitation of the time.

The teacher has difficulties to manage the time, because it was just 35 minutes in learning process. When using “Listen, Show and Practice” technique, she needed time more than 35 minutes to give material and evaluation. while in this technique the teacher takes 20 minutes to explain the material. for assignments and evaluation takes more than 15 minutes. In one week, SD Negeri Gunungwungkal 02 only has 35 minutes per class for English lessons. this causes the teacher to have difficulty in managing time, with a long lag time for the next meeting, This makes students forget the material that has been discussed at the previous meeting so that at the next meeting the teacher must repeat the lesson and shorten the time again.

2) The teacher got difficulty to handle the young learners.

From the observation, the teacher found that there were many young learners who did not regard the teacher by making noise or having talk with their class mate too. When the teacher gave the material, there was a student cried because her friends so naughty

and disturbed her. So, it made the teacher got difficulty to handle young learners.

3) Difficulty to make students excited and active

From the observation, sometime the students are bored with the method that used by the teacher, or they looked sleepy and tired when the meeting was held at the last time. So, the students choose the head on the table without paying attention to the teacher's explanation. When the students looked sleepy, the teacher asked her/his to wash the face.

b. Difficulties faced of the students

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 ashamed to come in front of the class.

The characteristic of the young learners were different from each other. There were some students shy to come in front of the class, because they did not confident. They were afraid if they made mistakes in front of their friends and were mocked by their friends.

2) Difficulty in pronouncing the English

The young learners got difficulties in pronouncing the words, for example: cabbage, celery, cucumber, etc. When the young learners pronouncing "cucumber" most of them were

wrong in pronouncing it. In pronounce “cucumber” suitable /'kyu-kam-ber/.

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

1) Managing time effectively

The teacher solved the limitation of time by preparing the material before starting the lesson. Another solution she should manage the time effectively.

2) Giving warning

To handle the class, the teacher gave warning to the young learners that the teacher would give additional point and would give a stamp on their hand to young learners who gave attention and could answer the question. So, the young learners felt ashamed if she gave a stamp on their hands.

3) Giving intermezzo and giving motivation

When the teacher knew that her students were not enthusiastic to join his class, she tried to give an intermezzo by giving little bit of joke and asking to sing a song with the material theme. The teacher gave also motivation in order to make young learners be more active.

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

Based on result of the interview and observation, the writer could solve the young learners' problem by:

1) Giving motivation and reward

Young learners had differences characteristic. Some of them had confidence, had ashamed and also did not have confidence and more afraid if they did the mistake in front of their friends. So, when the teacher found her students did not have confidence, felt afraid, and ashamed, she motivated the students to be confidence and the teacher give point that the young learners were active.

2) Repeating, stressing the word and pointed the suitable picture

Some of young learners had a problem in pronunciation the vocabulary. They had difficulty in pronouncing some vocabulary, to solve this problems, the teacher repeated the difficult vocabulary and also stressing on the vocabulary that was difficult. And she said slowly while pointed out pictures

and said the vocabulary with correct pronunciation then all of young learners imitated the teacher for many time until the young learners pronounced correctly.

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.

Although, the teacher used the technique, teaching learning process still had some factors cause encountered by the teacher and the young learners 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 provides 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.

Besides the factors caused the difficulties encountered by the teacher, 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.

The solutions taken by the teacher to solve the difficulties of young learners in learning 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 is that the teacher motivates young learners to be confident and will give reward if the student is correct in answering questions or is active in learning. 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 graders students has characteristic difference than adult. For the details, see chapter II. So, this technique was appropriate for third graders students. It could help the young learners got easy learn and memorize the vocabulary.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

Based on the data analysis in chapter IV, there are three conclusions drawn :

1. 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.
2. 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.
3. 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.

B. Suggestions

Based on the conclusions above, there are the two suggestions proposed:

1. The English teacher

It will be better for English teacher to:

Use “Listen, Show and Practice” technique one of the methods which is can be used to make the students easier to learn vocabulary

2. The students

It will be better for student to:

Learn vocabulary using “Listen, Show and Practice” technique makes the student get easy to memorize vocabulary.

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APPENDICES

Appendix 1

The Students's Name List

No.	NAME	AGE	MALE/FEMALE
1.	Amelda Geisa Auliya	9 years old	Female
2.	Andi Narendra	9 years old	Male
3.	Azzahra Nur Aurellia	9 years old	Female
4.	Dheshi Keisha Ihan Aprilia	9 years old	Female
5.	Hizkia Juan Wibowo	9 years old	Male
6.	Keizha Andhika Fareztu	9 years old	Male
7.	Khantar Alqisya Deniyama	9 years old	Male
8.	M. Rahel Rahmadani	9 years old	Male
9.	Naufal Afkar	9 years old	Male
10.	Meyla Wulandita Arimbi	9 years old	Female
11.	Resna Eka Lestari	9 years old	Female
12.	Syafena Azzahra Salsabila	9 years old	Female
13.	Zahra Kayla Margaretha	9 years old	Female

Appendix 2

Observation List

Class :

Teacher's name :

Day :

Date :

No	Teacher Activity	Result	
		Yes	No
1	Teacher prepares the equipment for teacher learning process.		
2	Teacher greets the students as start the lesson.		
3	Teacher commands to the young learns to pray together.		
4	Teacher motivates and attracts the students intention by using question relates to the lesson taught.		
5	Teacher uses method and technique relate with the material in learning prosses.		
6	Teacher shows the media relate to the lesson.		
7	Teacher uses another source relate to the lesson.		
8	Teacher usually used English when teaching learning process.		
9	Teacher is always patient and creative when teaching learning process.		
10	Teacher gives example and shows the simple pictures which relate the topic.		
11	Teacher arranges the voice variation and stressing voice when using the difficult words and the important words.		

12	Teacher gives the simple sentences to make the students easy to understanding and remembering.		
13	Teacher explants the difficult words.		
14	Teacher always repeat the difficult words.		
15	Teacher gives the questions for the young learners occasion to come in front of the class to answer the questions.		
16	Teacher corrections the wrong answer of the students.		
17	Teacher repeats the correct answer and she asks the student to repeat together.		
18	Teacher gives home work about the lesson.		
19	Teacher asks to the young learners to pray together before close the lesson.		
20	Teacher greets the students as close the lesson.		

Appendix 3

Interview Sheet

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?

Appendix 4

The Result of Observation List

Class : 3

Teacher's name : Purwani Ernawati,S.Pd

Day : Monday

Date : July, 12th 2022

No	Teacher Activity	Result	
		Yes	No
1.	Teacher prepares the equipment for teacher learning process.	√	
2.	Teacher greets the students as start the lesson.	√	
3.	Teacher commands to the young learns to pray together.	√	
4.	Teacher motivates and attracts the students intention by using question relates to the lesson taught.	√	
5.	Teacher uses method and technique relate with the material in learning prosses.	√	
6.	Teacher shows the media relate to the lesson.	√	
7.	Teacher uses another source relate to the lesson.	√	
8.	Teacher usually used English when teaching learning process.		√
9.	Teacher is always patient and creative when teaching learning process.	√	

10.	Teacher gives example and shows the simple pictures which relate the topic.	√	
11.	Teacher arranges the voice variation and stressing voice when using the difficult words and the important words.	√	
12.	Teacher gives the simple sentences to make the students easy to understanding and remembering.	√	
13.	Teacher explants the difficult words.	√	
14.	Teacher always repeat the difficult words.	√	
15.	Teacher gives the questions for the young learners occasion to come in front of the class to answer the questions.	√	
16.	Teacher corrections the wrong answer of the students.	√	
17.	Teacher repeats the correct answer and she asks the student to repeat together.	√	
18.	Teacher gives home work about the lesson.		√
19.	Teacher asks to the young learners to pray together before close the lesson.	√	
20.	Teacher greets the students as close the lesson.	√	

Appendix 5

The Result of Interview Sheet

Teacher's name : Purwani Ernawati,S.Pd

Day : Monday

Date : July, 12th 2022

The researcher had been done an interview with the English teacher class. The researcher wanted to get information about teaching vocabulary by using "Listen, Show and Practice" technique.

This is the dialogue conversation between the English teacher with the researcher.

The researcher : "Apakah menurut anda pengajaran vocabulary menggunakan "Listen, Show and Practice" technique sudah tepat dilaksanakan untuk young learners ?"

The teacher : "Menurut saya mengajar vocabulary menggunakan "Listen, Show and Practice" technique terhadap anak-anak SD sangat tepat. Mengingat di sekolah ini, pelajaran Bahasa Inggris baru diberikan pada kelas 3. Jadi, dengan Teknik ini, anak – anak bisa mengingat kosakata yang diajarkan dengan mudah, karena tipeya ini kan diulang-ulang. Melihat gambarannya juga, jadi mereka mudah mengingatnya."

The researcher :“Apakah dalam pengerjaan English vocabulary menggunakan “Listen, Show and Practice” Technique anda menemukan kesulitan?”

The teacher : “Tentu saja ada kesulitan. Yang pertama yang saya alami adalah kesulitan untuk mengatur waktu. Bagaimana tidak? Karena waktu 35 menit untuk menyampaikan materi, belum lagi memberikan koreksi. Ada kendala anak-anak yang menangis karena diganggu temannya. Ada beberapa siswa yang tidak focus terhadap pelajaran. Memang kendali anak-anak SD sungguh berbeda dengan anak SMP dan SMA. Mereka harus mendapatkan perhatian penuh, agar anak-anak bisa pahami apa yang akan mereka pelajari.”

The researcher : “Apakah young learners juga mengalami kesulitan dalam belajar English vocabulary menggunakan “Listen, Show and Practice” technique?”

The teacher : “Kalau anak – anak, mereka itu malu untuk maju kedepan kelas. Mereka merasa malu, tidak percaya diri, takut kalau nanti mereka maju ke depan kelas, menjawab pertanyaan dan salah. Itu adalah sebagai momok yang besar bagi mereka yang mempunyai rasa percaya diri yang tipis. Bias-bisa mereka tidak

akan mau lagi untuk maju dilain kesempatan. Karena ada rasa trauma yang tumbuh dalam diri mereka. Nah, itu yang menjadi tugas saya menjadi seorang guru untuk menumbuhkan rasa percaya diri mereka, dan tidak takut untuk salah. Anak-anak juga mengalami kesulitan untuk pengucapannya. Seperti contoh mengucapkan cucumber, sudah saya ulang beberapa kali tapi masih ada beberapa dari mereka yang tidak bisa mengucapkan dengan benar”.

The researcher : “Bagaimana cara anda untuk mengatasi kesulitan anda dan young learners alami ?”.

The teacher : “ Saya mempunyai jurus untuk membuat anak-anak mau memperhatikan penjelasan saya mengenai materi. Saya di kelas punya spidol, yang akan saya gunakan untuk mencoret pipi anak yang ramai sendiri. Jadi, sampai dirumah atau ketika ada teman yang melihat, dia akan merasa malu. Jadi, saya rasa dengan cara itu merek akan kapok untuk ramai sendiri di kelas. Kemudian yang kedua untuk mengatasi masalah pengucapan mereka yang kurang benar, saya selalu mengucapkan kata itu berulang ulang, sehingga didalam otak mereka terekam kata

yang saya ucapkan. Sehingga, mereka bisa mengingatnya. Siswa yang bisa menjawab pertanyaan, atau berani maju ke depan kelas akan saya berikan hadiah misalkan berupa pujian, atau ciki. Anak-anak suka sekali dengan makanan ringan atau ciki. Nah, kalau untuk masalah yang saya hadapi tadi, adalah keterbatasan waktu dan memegang kendali siswa di kelas. Menurut saya, untuk permasalahan itu, saya harus mempersiapkan segalanya sebelumnya. Jadi, tidak banyak waktu yang terbuang sia-sia. Memegang kendali siswa ya seperti yang saya katakan tadi, menggunakan spidol. Jadi, mereka akan lebih mudah untuk tenang, memperhatikan pelajaran.”

The researcher : “Bagaimana menurut anda mengenai pemahaman young learners dalam proses belajar vocabulary menggunakan “Listen, Show and Practice” technique?”

The teacher : “Menurut saya, teknik ini sangat bagus untuk siswa. Karena, ini menggunakan media gambar juga. Selain itu, kalau mengajar hanya sebatas gambar-gambar saja. Tidak ada contoh yang nyata. Mereka bisa mendengarkan berkali-kali, melihat


gambarnya, mengucapkan sendiri. Jadi, saya rasa menggunakan teknik ini sangat bagus, dan cukup berhasil, karena banyak diantara mereka yang bisa dengan mudah paham dan mengucapkan kosakata bahasa Inggrisnya dengan baik dan benar.”

The researcher : “Iya bu, terima kasih atas waktunya dan jawaban yang ibu berikan.”

The teacher : “Ya, sama-sama.”

Appendix 6

Surat Ijin Penelitian

 UNIVERSITAS PGRI SEMARANG
FAKULTAS PENDIDIKAN BAHASA DAN SENI

Program Studi :
➤ Pendidikan Bahasa dan Sastra Indonesia
➤ Pendidikan Bahasa Inggris
➤ Pendidikan Bahasa dan Sastra Daerah

Alamat :
Jalan Gajah Raya Nomor 40
Telepon (024) 8316377 – Faksimile (024) 8448217
Semarang - 50125

Nomor : 64/IP/FPBS/VII/2022 Semarang, 8 Juli 2022
Lampiran : 1 (satu) berkas
Perihal : **Permohonan izin penelitian**

Yth. Kepala SD N Gunungwungkal 02 Pati
di Pati

Kami beritahukan dengan hormat, bahwa mahasiswa kami :



N a m a : Luluk Imahmun
N P M : 18420064
Fak. / Program Studi : FPBS / Pendidikan Bahasa Inggris

akan mengadakan penelitian dengan judul :

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

Sehubungan dengan hal tersebut, kami mohon Bapak/Ibu berkenan memberikan izin kepada mahasiswa tersebut untuk melakukan penelitian.

Atas perkenan dan kerjasama yang baik, kami ucapkan terima kasih.

 Dekan,

Dr. Asropah, M.Pd.
NPP 936601104

Appendix 7

Surat Keterangan Melakukan Penelitian



DINAS PENDIDIKAN DAN KEBUDAYAAN KABUPATEN PATI
KECAMATAN GUNUNGWUNGKAL
SD NEGERI GUNUNGWUNGKAL 02
Alamat :Jl. Gunungwungkal – Ngetuk, KM. 1 Kode Pos 59156

SURAT KETERANGAN
No. 423/67/2022

Yang bertanda tangan dibawah ini :

Nama : WIJI, S.Pd.SD.,M.Pd
NIP : 197412012009031003
Jabatan : Kepala SDN Gunungwungkal 02, Dinas Pendidikan Kecamatan Gunungwungkal, Kabupaten Pati

Menerangkan dengan sesungguhnya bahwa :

Nama : Luluk Imahmun
NPM : 18420064
Pendidikan : Pendidikan Bahasa Inggris, Universitas PGRI Semarang

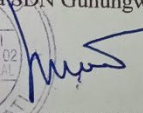
Benar benar telah melakukan penelitian di SD Negeri Gunungwungkal 02 pada tanggal 12 Juli 2022, guna menyusun skripsi dengan judul :

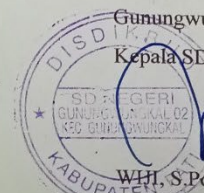
TEACHING ENGLISH VOCABULARY USING "LISTEN, SHOW AND PRACTICE" TECHNIQUE : A CASE OF THE THIRD GRADERS OF SD NEGERI GUNUNGWUNGKAL 02 IN THE ACADEMIC 2022/2023

Demikian surat keterangan ini dibuat agar dapat digunakan sebagaimana mestinya.

Gunungwungkal, 12 Juli 2022

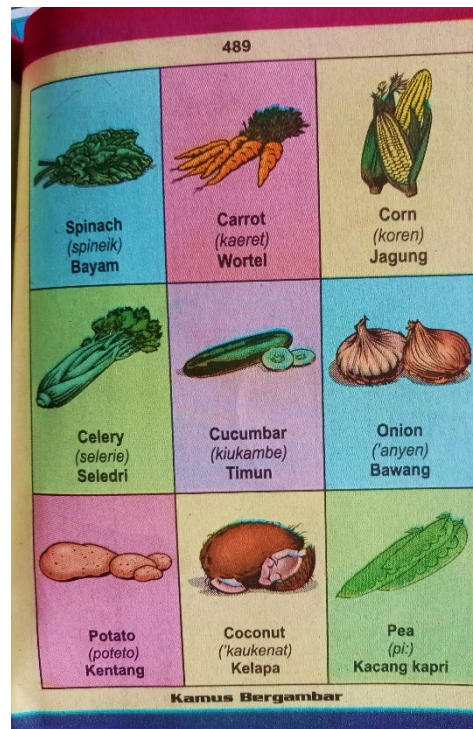
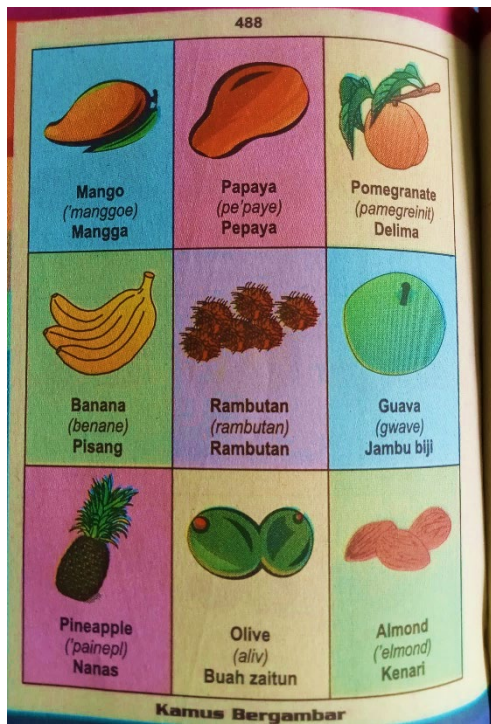
Kepala SDN Gunungwungkal 02


WIJI, S.Pd.SD.,M.Pd
NIP. 197412012009031003



Appendix 8

Documents of Research





Appendix 9



KARTU BIMBINGAN FINAL PROJECT
MAHASISWA UNIVERSITAS PGRI SEMARANG

NAMA : Luluk Imahmun
 NPM : 18420064
 FAK/PROGDI : FPBS/PEND. BAHASA INGGRIS
 DOSEN PEMBIMBING I : Dr. Dyah Nugrahani, M.Hum.
 DOSEN PEMBIMBING II : Sri Wahyuni, M.Pd.

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN	
			PEMB. I	PEMB II
1.	18 Nov 21	Konsultasi judul		
2.	9 April 22	Kerangka proposal		
3.	30 April 22	Bimbingan bab 1-3		
4.	23 Juni 22	Bimbingan bab 1-3.		
5.	5 Juli 22	Bimbingan bab 1-3		
6.	6 Juli 22	AEC proposal		
7.	21 Juli 22	revisi bab 4-5		
8.	23 Juli 2022	Siapkan kelengkapan		
9.		trah Siap bimbingan		
10.	2/8 2022	Revisi		

4/8 2022 Siap bimbingan
 14.03 WIB



KARTU BIMBINGAN FINAL PROJECT
MAHASISWA UNIVERSITAS PGRI SEMARANG

NAMA : Luluk Imahmun
NPM : 18420064
FAK/PROGDI : FPBS/PEND. BAHASA INGGRIS
DOSEN PEMBIMBING I : Dr. Dyah Nugrahani, M.Hum.
DOSEN PEMBIMBING II : Sri Wahyuni, M.Pd.

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN	
			PEMB. I	PEMB. II
1.	27 Nov 2021	Bimbingan Judul		
2.	16 Des 2021	Acc judul dan kerangka skripsi		
3.	8 April 22	Bimbingan Proposal		
4.	8 Juli 22	Revisi Proposal & Acc + Instrumen		
5.	15/7 22	Chapter 1-3		
6.	22/7 22	Acc Bab 1-3.		
7.	29/7 22	Chapter 4-5		
8.	3/8 22	Acc Bab 4-5		
9.	4/8 22	Artikel		
10.	8/8 22	Keleengkapan Ujian		



BERITA ACARA UJIAN SKRIPSI

Pada hari ini Kamis 18 Agustus 2022, berdasarkan susunan tim penguji Skripsi :

1. Nama : Dr. Asropah, M.Pd.
Jabatan : Ketua
2. Nama : Dr. Jafar Sodiq, S.Pd, M.Pd.
Jabatan : Sekretaris
3. Nama : Dr. Dyah Nugrahani, S.Pd., M.Hum.
Jabatan : Anggota (Penguji I)
4. Nama : Sri Wahyuni, S.Pd., M.Pd.
Jabatan : Anggota (Penguji II)
5. Nama : Entika Fani Prastikawati, S.Pd.,M.Pd
Jabatan : Anggota (Penguji III)

Dengan ini menyatakan bahwa mahasiswa yang tersebut di bawah telah diuji skripsinya.

Nama	: Luluk Imahmun	Fakultas	: FPBS
N.P.M	: 18420064	Program Studi	: Pendidikan Bahasa Inggris
		Program Pendidikan	: Strata 1

Judul Skripsi :

TEACHING ENGLISH VOCABULARY USING "LISTEN, SHOW AND PRACTICE" TECNIQUE: A CASE OF THE THIRD GRADERS OF SD NEGERI GUNUNGWUNGKAL 02 IN THE ACADEMIC 2022/2023

Nilai :

Demikian berita Acara Ujian Skripsi dibuat untuk diketahui dan dipergunakan seperlunya oleh pihak-pihak yang berkepentingan.

Ketua,

Dr. Asropah, M.Pd.

Sekretaris,

Dr. Jafar Sodiq, S.Pd, M.Pd.

Penguji I,

Dr. Dyah Nugrahani, S.Pd., M.Hum.

Penguji II,

Sri Wahyuni, S.Pd., M.Pd.

Penguji III,

Entika Fani Prastikawati, S.Pd.,M.Pd

Mengetahui,
Dekan,



Dr. Asropah, M.Pd.

NPP/NIP 936601104