

## Three-Periods Lesson: A Practical Way in Introducing English Vocabulary Using Realia and Flashcards

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Received:  
5 June 2023

Revised:  
25 December 2023

Accepted:  
27 December 2023

Published:  
28 December 2023

### Abstract

This pre-experimental study examines using the Three-Period Lesson, a teaching methodology commonly employed in early childhood education, to introduce English vocabulary to young learners. The study incorporates realia and flashcards as instructional tools to enhance language acquisition and retention. The research analyzes three stages of the Three-Period Lesson: introduction, association, and recall/reinforcement. The data were collected by interviewing two teachers and giving pre-tests and post-tests to the students. The data was analyzed by t-test. The result of the post-test scores was better than the pre-test scores and formative scores. It could be seen by comparing their means. The means of the pre-test score was 51,92. The means of formative test score was 72, 76 while the post-test score was 74,57. It means that there is a significant difference in students' scores after they were given treatments using realia and flashcards. This study contributes to the field of early childhood education and language acquisition. The findings showed that they provide practical insights for educators seeking effective methods to introduce vocabulary to young learners, aiming to build a strong foundation in English language skills.

**Keywords:** Three-Period Lesson; English vocabulary, young learners

### Introduction

Vocabulary is the total number of words in a language, which also refers to the words that someone possesses, knows, and uses in speaking, listening, reading, or writing. Vocabulary is a collection of words possessed by a language and provides meaning when we use that language (Siswanto, 2017). Sufficient mastery of vocabulary is important for learning a language at a higher level. Therefore, vocabulary teaching should be given top priority at the early stages of language instruction.



Put simply, achieving mastery in language skills becomes more attainable when learners prioritize mastering vocabulary as a foundation. Consequently, teaching vocabulary holds great significance, particularly for young learners. This is primarily because early childhood is an optimal time to introduce them to new vocabulary (Compte, 2020).

Nevertheless, employing suitable strategies can greatly assist children in their learning journey. Effective vocabulary mastery can be attained through the utilization of appropriate instructional methods and techniques. While conventional approaches have proven to be effective in enhancing vocabulary skills, they may occasionally result in children becoming bored due to the lack of variety. This sense of monotony can negatively impact their motivation to learn. Therefore, it is crucial to incorporate diverse methods and techniques to offer children opportunities for novel and enjoyable learning experiences. Ensuring the compatibility between teaching methods and techniques is vital in accomplishing the desired instructional objectives. Diane Larsen-Freeman (2016) states that language teaching methods are not just teaching techniques but a cohesive unity of thinking and implementation that emphasizes the alignment between language teaching techniques and principles so that instructional goals can be achieved effectively. The use of media is a suitable technique for teaching new languages to young learners. Realia and flashcards are among the many media that can be applied in vocabulary teaching. Realia refers to real objects used as learning media in the classroom. Actually, even simple real objects can be used not only for vocabulary teaching but also for grammar teaching and situational development. Learners can directly connect language with the mentioned objects. The teaching and learning process will be highly effective and enjoyable when using this media. However, difficulties sometimes arise in presenting realia in its entirety, which is caused by large sizes or difficulty finding them in the surrounding environment (Irfan et al., 2021). The acquisition of vocabulary is a pivotal aspect of language learning, and employing effective methodologies is crucial for successful teaching. The Three-Period Lesson stands out as a practical and efficient approach in this context. This article explores the application of the Three-Period Lesson in introducing English vocabulary, with a specific focus on the integration of realia (real objects) and flashcards.

The Three-Period Lesson is a teaching method renowned for its effectiveness in language instruction. It comprises three stages: introduction, reinforcement, and testing. The first stage involves introducing new vocabulary, the second aims at reinforcing understanding, and the third tests comprehension. In the context of teaching English vocabulary, the initial stage involves introducing vocabulary using realia. For instance, if the vocabulary is 'fruits,' the teacher can bring actual fruits into the classroom. The teacher then teaches the names of the fruits while showcasing the corresponding real objects.

Therefore, some modifications often need to be made. To overcome difficulties that may arise with the use of realia, such as when real objects cannot be directly shown to children, vocabulary teaching can also be done by utilizing flashcards or picture cards. Flashcards are effective study cards that have two sides, with one side containing a picture, text, or symbol, and the other side containing a definition, picture description, answer, or explanation that helps remind or guide students to



something related to the picture on the card (Astuti & Languages, 2015). The size of the flashcards can be adjusted according to the size of the class being taught.

The use of realia and flashcards has been researched as a practical way to introduce English vocabulary. Realia, which refers to real objects from everyday life, and flashcards are effective tools for language learning. They engage multiple senses, making the learning experience more memorable and aiding in information recall. Realia can be particularly helpful for demonstrating the meaning of vocabulary words, especially when teaching students whose native language the teacher doesn't speak. For example, when teaching the names of fruits, showing the actual fruits can be more effective than simply using flashcards or written words. Additionally, incorporating realia into activities, such as giving students directions using real objects, can make students active participants in the lesson. These methods can be used in both in-person and virtual classrooms to engage students and make learning English more enjoyable.

There are several recent studies that discuss the use of realia and flashcards in language learning. For example, a 2021 study concluded that the extensive use of realia may enrich students' learning experiences in various levels of language classroom. Another 2021 study focused on using realia to improve English vocabulary at the primary level. Additionally, a 2022 article provides ten fun ways to use realia in the ESL classroom, including incorporating realia into activities and using it to demonstrate the meaning of vocabulary words. Finally, the Three-Period Lesson, which uses a three-step process to help young children learn vocabulary and concepts, continues to be a hallmark of Montessori education.

Several studies have highlighted the effectiveness of integrating realia media and flashcards to teach vocabulary using the three-period lessons method. For instance, a study conducted by Humairaa and Fauzi Bafada found that integrating realia media and flashcards using the three-period lessons method is extremely helpful in enhancing students' vocabulary mastery abilities. Similarly, another study focused on the effectiveness of using realia in teaching English vocabulary to third-grade elementary school students and found positive results in improving students' vocabulary acquisition. The use of realia and flashcards has been shown to create an engaging and effective learning environment for students. Realia helps in creating a good environment for learning, and the integration of realia media and flashcards has been found to enhance students' vocabulary mastery abilities. Additionally, the use of flashcards, realia, and objects has been shown to evoke multiple senses, making the language-learning process more engaging and effective. Overall, the research indicates that the integration of realia and flashcards using the three-period lessons method is beneficial for enhancing students' vocabulary acquisition and creating an effective learning environment for teaching English vocabulary.

Therefore, the researcher is interested in introducing English vocabulary using flashcards and realia at RA Al Hidayah 02, B2 class, Bantar Kecamatan Wanareja, by adopting the Three Period Lesson which refers to the Naming Period, Recognition and Association Period, and Recall Period. This approach is commonly applied in Montessori schools to develop learners' mastery of English vocabulary.

## Method



Pre-experimental research is chosen which plays a pivotal role in shaping the trajectory of the study. The pre-experimental research method is a systematic and rigorous approach aimed at probing the impact of a treatment on variables under controlled conditions (tono, 2014). Its fundamental purpose is to establish causal relationships, offering insights into how changes in one variable may influence others. This methodological choice signifies a commitment to precision, control, and empirical validation in unraveling the intricacies of the teaching approach under scrutiny.

The specific design employed in this research is the "pre-test and post-test one group design." This design is characterized by the absence of a comparative or control group, focusing solely on one experimental group—the B class of RA Al Hidayah. This deliberate choice allows for a concentrated examination of the effects of the implemented teaching method without the confounding variables that might arise from multiple groups. The one-group design, therefore, aligns with the research's targeted exploration of the Three-Period Lesson with Realia and Flashcard media.

The crux of the experimental method lies in its capacity to determine the causal impact of the applied treatment. In this context, the treatment involves the introduction of the Three-Period Lesson enriched with Realia and Flashcard media to the B class of RA Al Hidayah. The research methodology is finely attuned to assess the nuanced changes in the students' vocabulary achievement before and after the treatment. The implementation of pre-tests and post-tests within the experimental group serves as the evaluative mechanism, capturing the students' baseline knowledge and their subsequent advancement following the application of the teaching method.

The statistical hypothesis framework adds a layer of rigor to the experimental design. The null hypothesis ( $H_0$ ) posits that there is no significant difference between students' vocabulary achievement with Flashcards and realia. This hypothesis acts as a benchmark against which the empirical evidence is measured. The statistical analysis, involving T-table and comparison with the T-table, serves as the arbiter in either accepting or rejecting the null hypothesis. If the T-value is less than the T-table, the null hypothesis is accepted, signifying that there is no statistically significant difference. Conversely, if the T-value exceeds the T-table, the null hypothesis is rejected, implying a substantial difference in students' vocabulary achievement between the two methods.

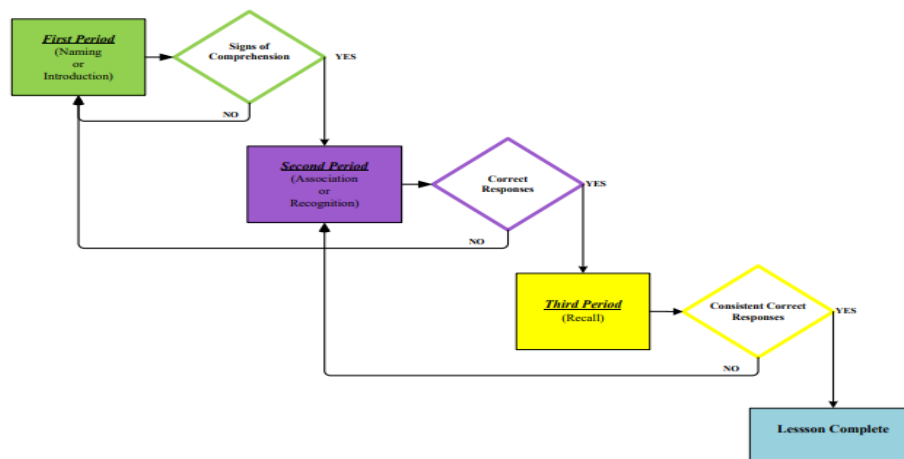
The rigorous application of the experimental method, coupled with a meticulous statistical hypothesis framework, instills a robust foundation for the research. It not only elucidates the efficacy of the Three-Period Lesson with Realia and Flashcard media but also contributes to the broader discourse on innovative teaching methodologies in early childhood education. This methodological precision ensures that the findings are not merely anecdotal but are grounded in empirical evidence, adding credibility to the study's outcomes. As the research unfolds, the experimental method emerges as a strategic compass, guiding the exploration of the impact of pedagogical interventions on young learners' vocabulary acquisition.

## Findings and Discussions



## Findings

In the implementation, the Three Period Lesson gave the young learners had much experience with the material itself. The reason behind the Three Period Lesson is to give the language of the material the young learner has been using. It is meant to teach the names of objects and the names of the qualities of these materials. The stages of three-period lessons are:



**Figure 1.** The Structure of Seguin's Three-Period Lesson

These are the steps of three periods lesson (Ani Dyah Hasanah, 2017; Ghaffari et al., 2017):

Here are the steps of the Three-Period Lesson:

### 1. Introduction (First Period):

The first period is the introduction phase, where the teacher presents the new concept or vocabulary to the students. In the context of language learning, this is when new words or phrases are introduced. The key features of the introduction period include:

- a) Presentation: The teacher introduces the new words or concepts clearly and distinctly.
- b) Demonstration: The teacher provides examples, gestures, or actions to help students understand the meaning of the words.
- c) Repetition: The teacher repeats the words several times, emphasizing correct pronunciation.
- d) Association: The teacher may associate the new words with related visuals, realia (real objects), or gestures to aid understanding.

### 2. Reinforcement (Second Period):

The second period focuses on reinforcing the students' understanding of the new concepts or vocabulary introduced in the first period. This stage aims to deepen the students' comprehension and build a stronger connection between the words and their meanings. Key features of the reinforcement period include:

- a) Interaction: The teacher engages students in interactive activities related to the new vocabulary. This could involve games, discussions, or hands-on experiences.
  - b) Application: Students are encouraged to use the new words in sentences or scenarios, applying them in context.
  - c) Repetition: Repetition continues in this stage, helping to solidify the students' memory of the words.
  - d) Feedback: The teacher provides feedback and correction when necessary, ensuring that students grasp the correct usage of the vocabulary.
3. Evaluation (Third Period):

The third period involves evaluating the students' understanding of the new concepts or vocabulary. This stage assesses how well students have internalized and retained the information. Key features of the evaluation period include:

- a) Testing: The teacher may conduct quizzes, ask questions, or create activities to assess students' knowledge.
- b) Application: Students are asked to use the new vocabulary in different contexts to demonstrate a deeper understanding.
- c) Feedback: The teacher provides constructive feedback, acknowledging correct responses and offering guidance for improvement.
- d) Review: The teacher may review key points from the lesson, summarizing the learning objectives and reinforcing important concepts.

The significance of integrating the Three-Period Lesson with the use of realia and flashcards lies in providing a holistic learning experience for students. In the first stage, the teacher can bring realia into the classroom to introduce vocabulary while showcasing flashcards as visual support. This offers students the opportunity to see, touch, and hear vocabulary in a real-life context. The second stage involves using flashcards to reinforce students' understanding. The teacher can organize games or activities involving flashcards, such as matching pictures with corresponding words. This helps strengthen the connection between words and images in students' memory. The third stage of the Three-Period Lesson involves testing students' understanding of the taught vocabulary. Teachers can use flashcards and realia to create questions or simple quizzes. For example, the teacher may show a flashcard picture and ask students to state the corresponding word or present realia and ask students to identify the correct vocabulary. These tests aim to measure the extent to which students have comprehended and retained the vocabulary. By incorporating realia and flashcards into the testing phase, teachers can assess students' understanding in various contexts.

While the Three-Period Lesson, realia, and flashcards are effective approaches, there are challenges in teaching English vocabulary. One major challenge is the diversity among students in terms of comprehension levels and interests. Some students may respond better to realia, while others may benefit more from flashcards. Strategies to overcome these challenges involve differentiated instruction, adapting teaching approaches based on individual needs and interests. Teachers can observe students' responses and modify their teaching methods to create a more inclusive learning environment.

Before the treatment of the method the pre-test was done to know the students' basic English vocabulary. The result of the pre-test was seen in this figure:



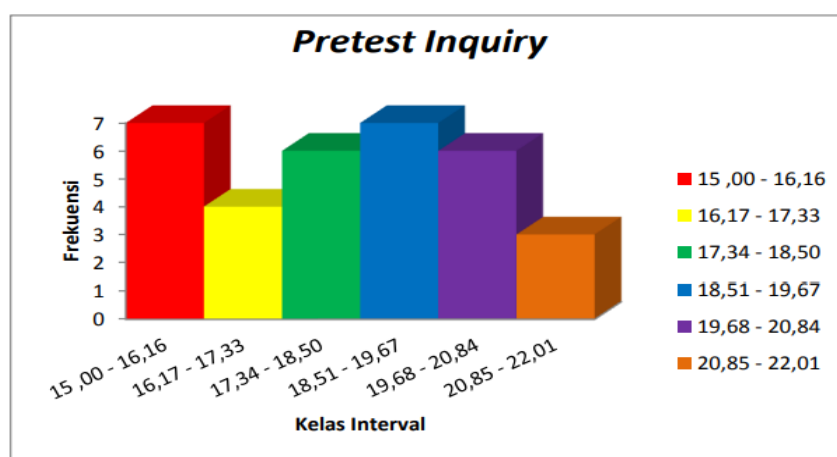


Figure 2. Pre-test inquiry

The researchers gathered data by conducting interviews with teachers in RA Al Hidayah 02. Two teachers, namely BO and BR, participated in the interviews. The purpose of the interviews was to gather information about the utilization of realia and flashcards in introducing English vocabulary to young learners.

During the interviews, when the concept of realia and flashcard was brought up, both teachers expressed that they were unfamiliar with the term. However, after the researchers provided an explanation that realia involve bringing real objects into the classroom, both respondents grasped the concept. They agreed that realia and flashcard served as an alternative teaching aid to help students comprehend meaning through tangible objects. By incorporating realia and flashcard in introducing English vocabulary, students found it easier to memorize certain words.

The first teacher (BO) mentioned that realia and flashcard worked best for young learners. At this stage, students often encounter difficulties in understanding the new language. Realia and flash card enable them to grasp the concept of meaning not solely through abstract explanations but also through concrete examples. The implementation of introducing English vocabulary to young learners with realia exhibited various approaches. One of the respondents employed realia by providing actual objects. For instance, when teaching vocabulary related to fruits, the teacher instructed the students to bring fruits from their homes and then proceeded to teach the names of the fruits. During a text meeting, the teacher instructed the students to bring fruits. The purpose of this activity was to engage the students in hands-on learning. Once the fruits were brought, the teacher guided the students in identifying each fruit individually. By doing so, the students were able to learn and remember the names of the fruits effectively. Furthermore, the teacher encouraged the students to eat the fruits. This not only provided a practical and enjoyable experience but also served as an opportunity to introduce the concept of different parts of speech. While the students were eating the fruits, the teacher explained the action of eating itself, highlighting it as a verb. By incorporating this approach, the students were not only able to recognize and remember nouns (the names of the fruits) but also became familiar with verbs (the action of eating). This integrated approach allowed the students to engage in a multi-sensory learning experience, reinforcing their understanding of both vocabulary and grammar

concepts. By associating the fruits with their names and understanding the verbs associated with the action of eating, the students were able to develop a more comprehensive understanding of language usage (Rahmawati & Junining, 2018).

The first teacher (BO) expressed her opinion that implementing realia was a fundamental concept in understanding word meanings. By incorporating realia and flashcard, teachers could create interesting and enjoyable learning situations, particularly in vocabulary instruction. These engaging and enjoyable situations align with the concept of three period lesson which stands for Introductions, associations, and recall-reinforcement. Realia motivated students to actively explore and discover new words based on the objects they brought. This activity fostered creativity as students attempted to identify new words in different parts of speech. Ultimately, the students felt happy while learning new words.

According to the second teacher (BR), when the process of acquiring new words brings happiness to students, the teaching medium proves to be effective. This viewpoint supports Read's opinion (2003) that young learners should be provided with interesting and enjoyable learning situations. Additionally, realia and flash card fulfil the criteria of being natural, contextual, and part of a real event, as stated by Read (2003).

On the other hand, based on the interview with BR, she occasionally conducted activities where students would move around the classroom. For instance, when introducing new vocabulary related to flowers, she would mention the names of the flowers planted outside the classroom. BR provided other examples where she brought miniature car models to introduce vocabulary related to cars. She explained the various components of a car, such as doors, wheels, and the car's shape. Furthermore, she also brought pictures to the classroom. BR observed that the students responded positively and were motivated to learn English through these activities.

## Discussions

The implementation of three period lesson showed how the teacher guided the students to establish connections between real objects in their classroom and their corresponding names. The teacher referred to this approach as a mixture technique with media, combining contextual teaching and learning by providing objects based on the students' environment and daily life. Fadillah, (2015) defines realia as actual objects or items used in the classroom to illustrate and teach vocabulary. Furthermore Desmita Sri Rejeki, (2020) asserts that realia serve as an alternative aid in facilitating language acquisition and production. Realia makes vocabulary and language more tangible and places them within a linguistic framework. Considering the opinions and facts presented, it becomes evident that realia should be contextual, as the objects are present in the students' surroundings.

The second teacher (BR) further explained that she encouraged students to engage in brief observations around their school. She provided an example where, to describe toys, students were asked to visit the nearest kindergarten, where they could find a variety of toys observed the students during their observation and afterward, they worked in groups to identify and name the objects using English. Finally, the students reported their findings, and a discussion took place. As a result,





BR believed that realia and flashcard is a versatile medium that can be combined with various techniques.

Then post-test was done to know the student's vocabulary improvement after the implementation of three period lesson by using Realia and Flashcard, the result was as seen in the table:

		<i>Post-test kelompok Eksperimen</i>
N	Valid	33
	Missing	33
Mean		21.0000
Median		21.0000
Mode		22.00
Std. Deviation		1.39194
Minimum		19.00
Maximum		23.00

**Figure 3.** Post-Test result

**Table 1.** The result of t-test analysis

Class	Average	T hitung	T table	P
Experimental	2,79	8,270	1,998	0,00

The post-test scores showed an improvement compared to both the pre-test scores and formative scores, as evidenced by the comparison of their means. The average pre-test score was 51.92, while the formative test scores averaged at 72.76. In contrast, the post-test scores averaged at 74.57. This indicates a significant difference in student performance after receiving treatments involving the use of realia and flashcards. The increasing achievements observed reflect a growing interest among the students. The fact that students achieved higher scores when taught with realia and flashcards suggests that this teaching approach was effective.

From the findings above, it can be explained that there were some considerations to use realia and flashcard as follows (Mulyati et al., 2022; Rebecca, 2011):

1. Selection of Realia: Choose realia that are relevant, age-appropriate, and easily identifiable by the students. For example, when teaching about animals, select toy animals or pictures of animals that are familiar to the children.
2. Visual Flashcards: Create visually appealing flashcards with clear images that represent the target vocabulary. Ensure that the word is prominently displayed on the flashcard to facilitate word-object association.
3. Interactive Activities: Design interactive activities that encourage students to actively use the newly acquired vocabulary. This can include matching games, sorting exercises, or role-playing scenarios.
4. Repetition and Reinforcement: Incorporate regular review sessions to reinforce previously learned vocabulary. Utilize flashcards during these review sessions to encourage recall and retention.



The Three Period Lesson provided young learners with valuable hands-on experience with the material. This instructional method aimed to familiarize the young learners with the language associated with the materials they were using. Its purpose was to teach the names of objects as well as the qualities or attributes associated with these materials. By engaging in the Three Period Lesson, young learners had the opportunity to actively interact with the material and develop a better understanding of its language and concepts (Gumiandari et al., 2019). The effectiveness of implementing the three periods lesson using flashcards and realia in teaching English for young learners vary depending on various factors, such as the teaching context, student characteristics, and specific instructional strategies employed, the use of visual aids and authentic materials generally enhances student engagement, comprehension, and language production (Beagle & Beagle, 2020). Thus, the teachers must plan the implementation.

The use of realia involves incorporating tangible objects into the learning environment, allowing students to experience language in real-life contexts. In the case of teaching vocabulary, realia can take the form of real objects related to the vocabulary being taught. For example, if the vocabulary is 'animals,' the teacher might bring animal figurines or pictures of animals to show to the students. The advantage of using realia is that it enables students to connect vocabulary with direct experiences. They can see, touch, and feel the objects, strengthening their memory of the taught vocabulary. Additionally, realia makes learning more engaging and interactive.

In addition to realia, the use of flashcards is an effective strategy in vocabulary instruction. Flashcards are cards typically featuring pictures and corresponding words. In the Three-Period Lesson context, flashcards are used in the first stage to introduce new vocabulary. The teacher can present flashcards one by one, stating the corresponding word. For instance, if a flashcard displays a picture of a dog, the teacher would say "dog." The advantage of flashcards lies in providing strong visual support, helping students associate words with images directly.

The use of realia and flashcards in teaching English vocabulary offers distinct advantages. Realia, which refers to authentic objects from real life, can make the learning experience more memorable and create connections between objects and vocabulary words or other language concepts. It adds a kinaesthetic element for hands-on learners and provides a visual aid to engage students, making it more dynamic than a written word or flashcard. Realia is particularly helpful for demonstrating the meaning of vocabulary words, especially when teaching students whose native language the teacher doesn't speak. For example, when teaching the names of fruits, showing the actual fruits can be more effective than simply using flashcards or written words. On the other hand, flashcards are visually stimulating and can be used in various activities and games to teach and revise vocabulary. They are a great way to present, practice, and recycle vocabulary, and they can draw the attention of visual learners. Flashcards are a handy resource that can be useful at every stage of the class and can be produced by students to enhance their learning experience. In summary, realia provides a more dynamic and hands-on learning experience, while flashcards are visually stimulating and versatile for presenting and practicing vocabulary. Both methods have their unique benefits and can be used effectively in teaching English vocabulary.



However, here are several disadvantages of using flashcards in teaching, which include:

- a) Time-consuming and tedious: Making and reviewing flashcards can be time-consuming, especially if there is a large amount of material to cover.
- b) Overloading the brain: Flashcards can provide too much information at once, which may overwhelm learners and hinder their ability to retain the information
- c) Lack of context: Flashcards can remove the context of the learning, making it difficult for students to understand the relevance and application of the information
- d) Illusion of competence: Flashcards can create a false sense of understanding, as students may be able to recall information easily but not necessarily understand it deeply or apply it in different contexts
- e) Boring and monotonous: Relying solely on flashcards can be boring and monotonous, as they rely on simple question-and-answer formats that may not engage learners' interest or curiosity
- f) Inefficient use of time: Flashcards can be time-consuming and inefficient, as learners may spend more time making and organizing them than actually studying them, or they may end up reviewing too many or too few cards depending on their level of mastery

To overcome these disadvantages, it is essential to use flashcards as a supplementary tool rather than the sole method of instruction. Combining flashcards with other teaching strategies, such as realia, can help create a more engaging and effective learning experience.

Based on the findings, the use of realia in teaching English vocabulary offers several advantages, but there are also some disadvantages to consider. Some of the disadvantages of using realia in teaching include:

- a) Limited availability: Not all realia can be easily brought into the classroom, such as wild animals, large objects like submarines, or very small objects like single human cells, which may limit their use in certain teaching contexts
- b) Cost: Realia can often be expensive, and acquiring a wide variety of realia for teaching purposes may not be feasible for all educators or institutions

To address these disadvantages, teachers can prepare in advance by selecting realia that is feasible and cost-effective for the classroom. Additionally, they can consider using virtual realia or dividing students into pairs to share and observe realia, which can help minimize costs and make the use of realia more practical.

## Conclusion

The Three-Period Lesson, when combined with the use of realia and flashcards, provides an effective approach for introducing English vocabulary to young learners. By engaging multiple senses, providing visual representations, and creating a context-rich learning environment, this methodology enhances language acquisition and retention. Through careful selection of realia, visually appealing flashcards, and interactive activities, teachers can create a stimulating and effective language learning experience for their students, fostering a solid foundation in English vocabulary. Teaching English vocabulary using the Three-Period Lesson, realia, and flashcards is a holistic and effective approach. The Three-Period Lesson provides a structured framework, while realia and flashcards add a visual dimension



and direct experience to the learning process. The integration of these three elements creates an engaging, interactive, and accessible learning experience for various types of learners. In addressing challenges and responding to student diversity, teachers can leverage the flexibility of the Three-Period Lesson and use differentiated instruction to create a more effective learning experience. Thus, teaching English vocabulary becomes not only a routine task but also an enjoyable and meaningful learning adventure for all students.

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