

TEACHING VOCABULARY BY USING REALIA (REAL-OBJECT) MEDIA

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Abstrak

English is one of scary subject for some students of Indonesia. The students feel afraid to speak in English because of their less word of vocabulary. Realia media is the one simple interesting media that may bring motivation for the student who afraid to study English. Teacher of English can use realia media and bring it in the class to get more attention, and participation of students. In this research, the writer try to focuses on how realia media make significant difference ability of vocabulary to the students. The reserach of this study used a quasi-experimental method the population of this research was taken from the seventh grade Students of SMP Negeri 23 Palembang in the academic of year 2015/2016. Based on the research, it found that there was a significance difference using Realia media in teaching vocabulary. From the result on this research, it was found that there is a significant difference in achievement before and after the treatment in experimental group.

Keywords: vocabulary, realia (real-object) media.

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Introduction

English is one of the most important languages in the world. It is not only used as an international language but also it is used to access the science and technology. Based on Brown (2000), language is a system of arbitrary conventionalized vocal, written, gesture symbol that enable members of given community to communicate intelligibly with one another; one of the aspects of language is vocabulary. Vocabulary is an important fundamental aspect, when the students learn a foreign language, especially English language (p. 5). The first thing we have to know is vocabulary. According to Hedge (2000) states that there is a lack of attention to vocabulary. In this case, learning about vocabulary topic is important mean to express out thought and feeling, either in spoken and written form (p.110-111).

English vocabulary can help students to control their abilities in listening, speaking, writing, and reading. Nation (2002) affirms that vocabulary growth is such an important part of language acquisition that it deserves to be planned for, controlled and monitored (p. 267).

In Indonesia, teaching English is a part of curriculum decree. Based on Education and Cultural Ministerial decree

no. 58 year 2014 dated on July 2nd 2014 section 5 point 2 and 6 about curriculum 2013 for junior high school states that English language is as a local content that purpose to develop competence of attitude, competence of knowledge, and competence of ability of students as basic and affirmation ability in social, country and nation.

Despite of the fact that vocabulary is very important, the students still face many problems in learning vocabulary. Based on Program Internal Students Assessment (PISA) (2012), the OECD's reading of the students is 496, meanwhile, the mean score of students in Indonesia is 396 which is below the average of OECD. Furthermore, according to the pre-observation done by the writer in the seventh grade students in SMP Negeri 23 Palembang, the writers find some problems. First, the students find it difficult to spell, understand, and pronounce English words, one of the sample is when they learn about the word *run*, which had different spelling and same meaning and when they learn about plural, where the plural of box is boxes but the plural of ox is oxen, not oxen,

The ability of communicative and creativity of English language teacher are important aspect to successful a studying activity in the classroom to the young

learner. Realia is one of effective teaching media which use real object to show the students the concrete item, Willis (2008) states that when you are teaching students about a concrete item, an effective teaching strategy is to show them an actual item (triangle, insect, telescope); if this is not possible, realia (a toy version of a real object) can be used (toy car, model of dinosaur); to increase the sensory experience, students enjoy exploring objects with all of their relevant sense. Based on this statement, beside helping students to study about vocabulary, realia also helps to increase the sensory experience of the students (p.114). In addition, Maxom (2009) states that when you use realia, often the object sparks the idea for the lesson rather than the other way round. realia is attractive media which is easy and simple and can help the teacher to teach the young learners (p.121).

Realia hopefully can make young learners or students learn more with fun and can raise their creation activity. In addition, according to Moon (2000) language related to the arts and crafts activities can be taught while making or drawing the visual certainly students are more likely to feel interested and invested in the lesson and will probably take better care the materials. Some activities in the classroom can use objects, toys stuffed animal, wardrobe or many other that catch students attention.

Literature Review

A learning vocabulary has many benefits as Konchady (2009) states there are other benefits you will gain with a large amount of vocabulary. A large vocabulary will improve the students skill not just in achieving high score in an exam but it can help the students in :

- a. explaining your thoughts more clearly
- b. writing better articles, reports, and messages
- c. speaking more precisely and persuasively
- d. understanding more of what you read
- e. getting better grades in high school, college, and graduate school (p.21-22).

Vocabulary is essential aspect of language, in conclusion, teaching vocabulary is an activity about learning and introduce new word to the students which have large advantages and also can help to improve students' English language.

Realia (real-object) media used by teacher to demonstrate real thing or real life of some objects studying based on curriculum degree that meaningful and useful in the classroom. According to Harmer (2002), objects that are intrinsically interesting can provide a good strategy point for a variety of language work and communication. Realia also make learning process more enjoyable (p.140). In addition Ngaroga (2006:264), the advantages of using realia are to motivate, it means they provide the learner with the sort of direct experience that cannot be obtained through other media of learning no matter how well contrived (designed), to allow children to apply various senses and thus make learning effective, to be availables in large quantities and to be cheaply obtained.

According to Davies *et al.*(1975, p.6-7)(as cited in Fauziati, 2002, p.47) gives detailed information about teaching procedures to be used with Situational language teaching. In order to teach vocabulary by using realia, teacher can do the following procedure :

1. the teacher uses cue word to get the student' to mention the word
 2. the teacher asks one student to answer
 3. teacher ask the students to repeat the words mention teacher ask the whole students state the words
- mmitment and professional standard.

Method and Procedure

Method of The Research

The experimental design which was used in this research is Quasi-Experimental design which is the pre-test and post-test non-equivalent control group design. The design involves two groups which are experimental group and control group. In doing this study, both of groups were given the pre-test and post-test.

The non-equivalent control group design can be diagramed as follow (Fraenkel & Wallen, 1990, p.292) ;

M X₁ O

M X₂ O

Which :

- M : Pre-test of experimented groups
- O : Post-test of experimented groups
- :dash line presents that the experimental and control group equated by randomitation
- M : Pre-test of the control group
- O : Post-test of the control
- X₁ : Treatment (Teaching Vocabulary by Using Realia (real-object) media)
- X₂ : No Treatment

Table 1. The Population of TheStudy

No.	Class	Students
1.	VII.1	40
2.	VII.2	40
3.	VII.3	40
4.	VII.4	40
5.	VII.5	40
TOTAL		200

(Source: SMP Negeri 23 Palembang in the academicyear 2015/2016)

The population of this study was the seventh grade students in academic year 2015-2016 of SMP Negeri 23 Palembang. There were 5 classes as the population. The total number of the population of this research is 200 students as shown in table 1.

Table 2. The Sample of TheStudy

NO	CLASS	STUDENTS
1	Experimental Group (VII.3)	40

Table 3. Test Specification

Objective	Material	Indicator	Test Item Number	Total item	Type of Test
The students are able to find out types of vocabulary	foods	The students are able to find out the word of vocabulary	1, 3, 7, 9, 13, 15, 16, 18, 20, 21, 22, 30, 31, 36	14 items	Multiple choice
The students are able to identify types	drinks	The students are able to find out the	4, 10, 17, 25, 40	5 items	Multiple Choice

2	Control Group (VII.1)	40
TOTAL		80

(Source: SMP Negeri 23 Palembang in the Academic year 2015/2016)

The writer took the sample from the population by using Non-Random Sampling named Purposive sampling, in which the writer used some categories to select the sample. The categories are: same teacher to avoid bias in teaching and learning and balance in number of students. Based on categories VIII.1 and VIII.2 classes are chosen as the sample. VII.3 was the control group and VII.1 was an experimental group. There were 80 students as the sample in this research as presented in the table 2 above.

Data Collection

To collect the data for this study, the writer used a set of tests which are pre-test and post-test. According to Brown (2004) a test is method of measuring a person’s ability, knowledge and the performance in given domain (p.3). Furthermore, Arikunto (2006) states that test is any kinds of devices or procedures for measuring ability, achievement, intelligent, and other traits of an individual or a group (p.150). The type of the test in this study is multiple choice and the total number is 40 items. In this test, the students are asked to answer about 40 multiple choice questions, and these questions are about the foods, drinks, vegetable, and fruits.

Before doing the test, the writer conducted pilot study (try out) to check the realibility and validity of the test in Taman Siswa Junior High School in Palembang.

Objective	Material	Indicator	Test Item Number	Total item	Type of Test
of vocabulary		kinds of drinks			
The students are able to find out the word about vegetable vocabulary	Vegetable	The students are able to find out the word about vegetable vocabulary	5, 8, 14, 24, 33, 37, 38, 39	8 items	Multiple Choice
The students are able to find out the word about fruits vocabulary	Fruits	The students are able to find out the word about fruits vocabulary	2, 6, 11, 12, 19, 23, 26, 27, 28, 29, 32, 34, 35	13 items	Multiple Choice

Data Analyzing

In this study the writer used t-test, t-test is a statistical test that allows people to compare two means to determine the probability that the difference between the means is a real difference rather than a chance difference (Tuckman, 1978, p.257). T-test is divided into two parts, they are paired t-test and independent t-test.

Results

The experimental group and control group were given test before and after the treatment was done, both the experimental group and control group were given vocabulary test. The treatment by using Realia (real-object) media was given to experimental group while control group was taught by using conventional way.

The Students' Score in the Pre-test and Post-test in Experimental Group

a. The Students' Scores in the Pre-test Experimental Group

The students' score in the pre-test in experimental group were taken before treatment. In the average of students' score reached, 55,08 in experimental group. There were two students who got the highest score, it was 65 and only one student who got the lowest score which was 45. There were two students (50%) got score 65 as the highest score, one student (25%) got scores 63, ten students (25%) got score 60, two students (50%) got 57, ten students (25%) got score 55, two students (50%) got score 52, eleven students (27,5%) got scores 50,

one student (2,5%) got score 47, one student (2,5%) got 45, as the lowest score from all the students score that were gotten in the pre-test, the writer also found the statistics data of the students score in the pre-test experimental group could be seen in the table of statistics.

b. The Students Scores in the Post-test Experimental Group

Post-test experimental group was done after the students received the treatment. This treatment was given to improve the students ability and understand the material who was taught by the writer, then the students score in the post-test experimental group which showed the highest score obtained was 85 and the lowest score 55. There was one student (2,5%) got score 85 as the highest score, two students (5,0%) got scores 83, four students (10%) got score 82, three students (7,5%) got 80, one student (2,5%) got score 78, four students (10%) got score 77, one student (2,5%) got scores 76, nine students (22,5%) got score 75, two students (5,0%) got 72, three students (7,5%) got score 70, four students (10%) got 67, five students (12,5%) got score 65, one student (2,5%) got score 60 as the lowest score.

Conclusions and Suggestions

Conclusions

Based on the analysis of the data gathered during this study, it can be concluded that there was a significant difference between the students' progress in the experimental group and the control group. The differences of scores in the

experimental and control groups were verified through the independent t-test.

The significant difference between the two groups can be seen from the t-obtained and its critical value. From the data analysis, the result of the calculation of the matched t-test formula was 2.396 and it was obvious that t-obtained 158 was greater than the the t-table is 1,28693 It means that the writer can conclude that the alternative hypothesis (Ha) with 0.95 or 95% of significance level was accepted and consequently null hypothesis (Ho) was rejected. Furthermore, in other words, it was effective to teach vocabulary by using realia (real-object) media to the seventh grade students of SMP Negeri 23 Palembang.

Suggestions

Considering the results obtained in this study and discussions in the previous chapter, Realia media could improve the vocabulary of students and it more effective and easy media that can brought in the class or we can use this media to get the students know about things around them, example when they go to the museum, teacher also can show them about real object. In case of it, because when the writer did the research there are less motivation and participation activity of students then, the writer would like to suggest the teacher to use realia media as one of learning media in learning activity especially in teaching vocabulary. For further reseacher, it could suggest that realia media can be used in other achievement such as writing skill to get more attention of students with fun way.

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