

# APPROVAL SHEET

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Title : Using Realia to Introduce Concrete Noun at Seventh Class

Students of SMP Kemala Bhayangkari 1 Surabaya

Has been accepted and approved to be examined.

Surabaya, January 29, 2010

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#### **ABSTRACT**

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Title : Using Realia to Introduce Concrete Noun at Seventh Class Students of SMP

Kemala Bhayangkari 1 Surabaya

Language is a tool of communication, without language people are not able to communicate each other. The existence of English as an international language has made it very important nowadays, especially to face the globalization era. Mastering English, especially as foreign language is not easy. It has component and skill that must be mastered in order to get success in English. Once of the component is vocabulary. Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Teaching and learning vocabulary are not easy, they need a suitable way or technique during the process. Considering, there is a large number of vocabulary and it is difficult to memorize all. Based on those reasons, the writer tries to introduce a technique to learn and teach vocabulary that is called as realia. Realia are subjects from real life used in classroom instruction. Not all of vocabulary can be introduced by realia. In this study is specified on concrete noun.

This study is conducted in SMP Kemala Bhayangkari 1 Surabaya and the object is the students of seventh class. The study is done to find out the answer of two study questions are stated by the researcher:

- 1. How is the implementation of realia in teaching vocabulary (concrete noun)?
- 2. How can realia improve students' vocabulary mastery (concrete noun)?

The researcher uses collaborative classroom action research to obtain information concerning to the students' vocabulary mastery. The data collection techniques are through assessment, observation and questionnaire. Furthermore, all of those data are analyzed to get the result.

The result of study shown that the process of learning vocabulary (concrete noun) by using realia can be implemented maximally and the students can improve their vocabulary mastery, it is showed from the students' scores that improve in every meeting.

From the explanation above, the researcher makes a conclusion that realia is an appropriate technique to teach vocabulary, especially concrete noun. By using realia, the students will have a correct concept in their minds about the word, so it will be easier for them to memorize a word. Realia is also interesting, it can avoid the students boredom, so they are motivated well during the teaching learning process.

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#### **CHAPTER I**

#### INTRODUCTION

# A. Background of the Study

Language as the tool of communication has the important role of human life. Without language people are not able to communicate each other. As the definition of language, is a communities system that allows humans to express thoughts. Language is a system of arbitrary conventionalized vocal, written or gestural symbols that enable members of a given community to communicate intelligibly with one another. There are many kinds of language in the world. One of them is English. As we know, English is the international language that is important to be mastered, especially to face the globalization era.

In Indonesia, English is not a strange thing again. Step by step, the societies have realized the important of English nowadays. Even, the government encloses English as one of the most important subject in the school. As the effect, we can find a lot of English courses, English department in the universities and many English study programs. Their existence as a proof how important English to be mastered even now.

<sup>&</sup>lt;sup>1</sup> Renzo Titone and Marcell Danesi, Applied Psycholinguistics: An Introduction to the Psychology of Language Learning and Teaching, (Toronto: University of Toronto Press, 1985), p. 4

<sup>2</sup> H. Douglas Brown, Principles of Language Learning and Teaching (fourth edition), (Longman: San Fransisco State University, 2000), p. 5

Learning English as the foreign language is not easy, even it seems difficult. It is because learning language is does not only know about the language itself, but also learning many aspects include of it. English itself has components and skills that should be mastered by people that want to be success in English. Both of them, complete and support each other.

One of English's component is vocabulary. Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speaker, using the language in different contexts, reading or watching television. The statements above show how important vocabulary in learning English is.

Teaching English vocabulary is not as easy as we think. The teacher often find the problems during the process of it. The common problems found are about the lack of students vocabulary and students boredom. Both of those problem make the students are unmotivated well during the process of teaching learning.

To overcome those problems, the teacher must think more about how to create the students motivation, in order to make them are not bore and participate actively during the learning teaching process. The teacher must think also about

<sup>&</sup>lt;sup>3</sup> Jack C. Richards and Willy A. Renandya, Methodology in Language Teaching (an anthology of current practice), (Cambridge: Cambridge University Press, 2002), p. 255

the choice of teaching technique that is suitable for the students. The students at seventh class of SMP Kemala Bhayangkari 1 Surabaya also have several problems in learning vocabulary. Most of them still have lack of vocabulary, they are easy to bore and their motivations in learning English are still low.

Based on some problems above, the teacher must find a way to solve it. In this study, the researcher is interested to apply a technique that is called as realia in teaching vocabulary.

In education, realia include objects used by educators to improve students' understanding of other cultures and real life situations. A teacher of foreign language often employs realia to strengthen students' associations between words for everyday objects and the objects themselves.<sup>4</sup> Realia consists of actual objects or items or facsimiles thereof, which are used in the classroom to illustrate and teach vocabulary or to serve as an aid to facilitate language acquisition and production. It allows language learners to see, hear and in some cases touch the objects.<sup>5</sup>

The using of realia can attrack the students interest in learning English vocabulary. When the students are interested in learning process, they will be motivated to participate actively in the class. It is because, students feel the learning teaching process are interesting, fun and not bore. Moreover, realia will

<sup>4</sup> http://en.wikipedia.org/wiki/realia (August 29, 2009 07.00 p.m.)

http://www.usingenglish.com (October 10, 2009 09.00 a.m.)

make the students are easier to memorize words, because they directly see the real objects and have correct concept in their minds about that words.

Not all of vocabulary can be introduced by realia. In this study is specified on concrete noun. A concrete noun is a word for a physical object that can be perceived by the senses, we can see, touch, smell the object (flower, girl). The kinds of concrete noun that are introduced by realia in this study, based on the English materials of the students.

The previous study about realia ever had been conducted by Nilawati. In this previous study, the researcher used descriptive qualitative design to collect data and the object was first class students of elementary school. The result of previous study showed that realia was the effective way to introduce vocabulary especially for the young learners.

In order to make different from the previous study and to avoid reduplication, the researcher uses an action research to conduct this study and the object is seventh class students of junior high school.

Based on explanations above, the researcher hopes to have a classroom action research in implementing realia to improve the student's vocabulary mastery especially about concrete noun. This study is conducted at seventh class students of SMP Kemala Bhayangkari 1 Surabaya.

<sup>&</sup>lt;sup>6</sup> Marcella Frank, Modern English (a practical reference guide), (USA: Prentice-Hall, Inc, 1972), p. 6

# B. Problem of the Study

Based on the background of study above, the statements of the problems stated as follows:

- 1. How is the implementation of realia in teaching vocabulary (concrete noun)?
- 2. How can realia improve the students' vocabulary mastery (concrete noun)?

### C. Objective of the Study

Based on the problem of study above, some purposes are formulated to answer the questions:

- 1. To describe the implementation of realia in teaching vocabulary (concrete noun).
- 2. To describe whether realia can improve the students' vocabulary mastery (concrete noun).

### D. Significance of the Study

The results of study are expected to:

- Give useful information about the idea of teaching English vocabulary (concrete noun) by using realia.
- Provide better understanding about the implementation of realia during the process of teaching English vocabulary (concrete noun).
- Give the students experience of a way learning English vocabulary (concrete noun) by using realia.

# E. Scope and Limitation

This study will be conducted at the seventh class of SMP Kemala Bhayangkari 1 Surabaya. It is focused on the learning and teaching process using realia in introducing vocabulary (concrete noun).

# F. Definition of Key Term

The following terminologies are used to make the readers have same interpretation in understanding the study:

1. Realia : objects from real life used in classroom instruction.

2. Introduce : act of bringing something into use for the first time.<sup>8</sup>

3. Concrete noun: objects and substances, including people and animals, physical items that we can perceive through our senses, that means concrete nouns can be touched, felt, held, something visible, smelt, taste or be heard.<sup>9</sup>

<sup>7</sup> http://en.wikipedia.org/wiki/realia (August 29, 2009 07.00 p.m.)

<sup>&</sup>lt;sup>8</sup> Oxford Learner's Pocket Dictionary (third edition), (Oxford: Oxford University Press, 2005), p. 288

#### CHAPTER II

### REVIEW AND RELATED LITERATURE

#### A. Vocabulary

In the past, vocabulary teaching and learning were often given little priority in second language programs, but recently there has been a renewed interest in the nature of vocabulary and its role in learning and teaching. Traditionally, vocabulary learning was often left to look after itself and received only incidental attention in many textbooks and language programs. Thus, although the course curriculum was often quite specific about aspects of teaching such as grammar, reading or speaking, little specification was given to the role of vocabulary. The status of vocabulary now seems to be changing. As stated in previous chapter, vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discourage from making use of language learning opportunities around them such as listening to the radio, listening to native speaker, using the language in different contexts, reading or watching

<sup>&</sup>lt;sup>1</sup> Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching (an anthology of current practice)*, (Cambridge: Cambridge University Press, 2002), p. 255

television.<sup>2</sup> The statements above show how important vocabulary to be mastered in order to get success in learning English is.

# **B.** Teaching Vocabulary

### 1. Aspect in Teaching Vocabulary

There are some aspects that need to be taught in teaching vocabulary, they are:<sup>3</sup>

# Form: pronunciation and spelling

The learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics, and one or the other will be perceived by the learner when encountering the item for the first item. In teaching, we need to make sure that both these aspects are accurately presented and learned.

#### • Grammar

The grammar of a new item will need to be taught if this is not obviously covered by general grammatical rules. An item may have an unpredictable change of from in certain grammatical contexts or may have some idiosyncratic way of connecting with other words in sentences, it is important to provide learners with this information at the same time as we teach the base form. When teaching a new verb, for

<sup>2</sup> Ibid

<sup>&</sup>lt;sup>3</sup> Penny Ur, A Course in Language Teaching (practice and theory), (Cambridge: Cambridge University Press, 1996), p. 60 - 62

example, we might give also past form, if this is regular (think, thought), and we might note if it is transitive or intransitive.

#### Collocation

The collocation typical of particular items are another factor that makes a particular combination sound right or wrong in a given context. So, this is another piece of information about a new item which it may be worth teaching. When introducing words like decision and conclusion, for example, we may note that you take or make the one, but usually come to the other.

- Aspects of Meaning: denotation, connotation, appropriateness, meaning relationships.
  - The meaning of a word is primarily what it refers to in the real world, its denotation, this is often the sort of definition that is given in a dictionary. For example, dog denotes a kind of animal, more specifically, a common, domestic carnivorous mammal.
  - A less obvious component of the meaning of an item is its connotation, the associations or positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. The word dog, for example, as understood by most British people, has positive connotations of friendship and loyalty, whereas the equivalent

- in Arabic, as understood by most people in Arab countries has negative associations of dirt and inferiority.
- A more subtle aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to use in a certain context or not. Thus it is useful for a learner to know that a certain word is very common or relatively rare or taboo in polite conversation or tends to be used in writing, but not in speech or is more suitable for formal than informal discourse or belongs to a certain dialect. For example, you may know that weep is virtually synonymous in denotation with cry, but it is more formal, tends to be used writing more than in speech and is in general much less common.
- How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationships, here are some of the main ones:
  - Synonyms : items that mean the same or nearly the same, for
     example, bright, clever, smart may serve as
     synonyms of intelligent.
  - Antonyms : items that mean the opposite, *rich* is an antonym of *poor*.

- Hyponyms: items that serve as specific example of general concept, dog, lion, mouse are hyponyms of animal.
- Co-Hyponyms or Co-Ordinates: other items that are the same
   kind of thing, red, blue, green
   and brown are co- ordinates.
- Superordinates: general concepts that cover specific items,

  animal is the superordinate of dog, lion, and

  mouse.
- Translation : words or expressions in the learners' mother tongue that are (more or less) equivalent in meaning to the item being taught.

#### Word Formation

Vocabulary items, whether one word or multi word, can often be broken down into their component bits. Exactly how these bits are put together is another piece of useful information, perhaps mainly for more advanced learners. You may wish to teach the common prefixes and suffixes, for example, if learners know the meaning of sub-, un – and – able, this will help them guess the meaning of words like substandard, ungrateful and untranslatable. Another way vocabulary item are built is by combining two words (two nouns or a gerund and a noun or a noun and a verb) to

make one item, a single compound word or two separate, sometimes hyphenated words (bookcase, follow up, swimming pool).

### 2. Technique in Teaching Vocabulary

There are some technique in teaching vocabulary, they are:4

#### Translation

Traditionally, translation has been the most widely used means of presenting the meaning of a word in monolingual classes. Translation has the advantage of being the most direct route to a word meaning assuming that there is a close match between the target word and its L1 equivalent. It is therefore very economical and especially suitable for dealing with incidental vocabulary that may crop up in a lesson. However, as we have seen, an over reliance on translation may mean that learners, fail to develop an independent L2 lexicon, with the effect that they always access L2 words by means of their L1 equivalents, rather than directly. Also, because learners do not have to work very hard to access the meaning, it may mean that the word is less memorable.

<sup>&</sup>lt;sup>4</sup> Scott Thornbury and Jeremy Harmer (ed.), *How to Teach Vocabulary*, (Longman: Pearson Education Limited, 2002), p. 77-83

### Real Things

An obvious choice if presenting a set of concrete objects such as clothes items is to somehow illustrate or demonstrate them. This can be done by using real objects (called realia).

#### Pictures

The use pictures as prompts for vocabulary teaching can be enhanced if some basic principles of memory are taken into account, including the principle of distributed practice.

#### Actions / Gestures

Demonstrating actions then getting the learners to perform the similar actions in response to commands.

#### Definitions

More elaborate definitions, such as those in dictionaries, require more effort on the part of both teacher and leaner. Lexicographers (dictionary writers) spend a great deal of time agonising over definitions, so there is no reason to think that teachers will find them any easier. Fortunately, learners' dictionaries phrase their definitions in language that offers teachers a reliable model, should they need one.

#### Situations

A situational presentation involves providing a scenario which clearly contextualises the target words. Reinforcing a situational presentation with pictures, board drawings or gesture makes it more intelligible and perhaps more memorable. More memorable still is the situation that comes directly from the experience of the people in the room, whether the teacher or students.

#### C. Concert Noun

In English, there are eight parts of speech, they are:5

- 1. Noun
- 2. Verb
- 3. Pronoun
- 4. Adjective
- 5. Adverb
- 6. Conjunction
- 7. Preposition
- 8. Interjection

And, in this discussion will talk more about noun especially concrete noun.

The noun is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence. In addition, it may function as the chief or head word in many structures of modification.

<sup>&</sup>lt;sup>5</sup> Syafi'i Mashur, Directive English Grammar, (Surabaya: Karya Utama, 1997), p. 7-8

Some nouns may belong to more than one of the types given below:<sup>6</sup>

- a. Proper nouns
- b. Concrete nouns
- c. Abstract nouns
- d. Countable nouns
- e. Non countable nouns
- f. Collective nouns
- g. Noun compounds, etc.

As stated above, this discussion will talk about concrete noun.

Concrete nouns refers to objects and substances, including people and animals, physical items that we can perceive through our senses, that means concrete nouns can be touched, felt, held, something visible, smelt, taste or be heard.

Concrete nouns can be countable nouns or uncountable nouns and singular nouns or plural nouns. Concrete nouns can also be a common noun, proper nouns and collective nouns.

Example:<sup>7</sup>

Common concrete nouns:

snake, cat, girl, water

<sup>&</sup>lt;sup>6</sup> Marcella Frank, Modern English (a practical reference guide), USA: Prentice-Hall, Inc, 1972), p. 6-7 http://www.englishlanguageguide.com

- Countable concrete nouns (singular):
   table, computer, book, door
- Countable concrete nouns (plural): tables, computers, books, doors
- Uncountable concrete nouns:
   sugar, rice, water, air, oil, salt, cheese
- Proper nouns:
   Mrs. Jones, Tom Cruise, Max Ryan

#### D. Instructional Media

#### 1. Definition of Instructional Media

Basically, teaching learning activity is a process of communication between the teacher and students. In order to avoid miscommunication between them in this process, there should be a tool that help the success of this process. The tool is called as media instructional.

Instructional media have physical (hardware) and non physical (software) definitions. As a hardware, media is a thing that can be seen, heard and touched. As a software, media is the message content of hardware that want to be delivered to the learners.<sup>8</sup>

<sup>&</sup>lt;sup>8</sup> Azhar Arsyad, *Media Pembelajaran* (Jakarta: PT Raja Grafindo Persada, 1997), p. 6-7

From the explanation above, it can be concluded that instructional media is a tool that used to deliver the instructional messages. It also has main function as an assist tool of teaching that include to influence the climate, condition and learning environment that is arranged and created by the teacher.

#### 2. Kind of Instructional Media

There are many kinds of instructional media, but generally, media is divided into three kinds, they are:

#### a. Audio

The audio media is a kind of instructional media that only can be heard.

#### b. Visual

The visual media is a kind of instructional media that only can be seen.

#### c. Audio Visual

The audio visual media is a kind of instructional media that both can be heard and seen.

From the explanation above, it can be concluded that realia belongs to the visual media.

The visual media is very effective to use in learning and understanding new vocabulary of foreign language. It gives a brief explanation about the meaning of the word. The visual stimulus gives the better learning result for

<sup>&</sup>lt;sup>9</sup> Ibid, p. 15

the duties such as memorizing, identifying, recalling and connecting the fact and concept. The visual media can make easier understanding and strengthen memorizing. It is also can grow up students' interesting and gives relation between the content of instructional material and the real world.10

# 3. Selection of Instructional Media

In the process of teaching and learning, there are two elements that are very important in that process. They are teaching method and instructional media. Both of those aspects are relate each other. The choice of a certain teaching method will influence the kind of appropriate instructional media.11

Modern education has provided a wide variety of media for instructional purpose. However, not all of them are suitable for a certain teaching and learning process. Some of them may appropriate in one teaching, but may not appropriate to the others teaching. If the media is not suitable in one teaching learning activity, there will be a problem in the teaching learning process. The instructional media should support the success of teaching learning and does not give additional problem both for the teacher and students. For that reason, selecting instructional media is important in order to appropriate with the material.

<sup>&</sup>lt;sup>10</sup> Ibid, p. 91
<sup>11</sup> Ibid, p. 15

There are some criterias that should be considered in selecting the media, those are:12

- a. Relevance with the instructional purpose that want to be reached.
- b. Appropriate to support the instructional material that based on fact, concept, principle or generalization.
- c. Practice, flexible and lasting.
- d. Teacher creative to use it.
- e. Appropriate with the group target.
- f. Good quality.

#### E. Realia

#### 1. Definition of Realia

As stated in previous chapter, realia are objects from real life used in classroom instruction.<sup>13</sup> Realia include objects used by educators to improve students' understanding of other cultures and real life situations. A teacher of a foreign language often employs realia to strengthen students' associations between words for everyday objects and the objects themselves.<sup>14</sup> Realia consists of actual objects or items or facsimiles thereof, which are used in the classroom to illustrate and teach vocabulary or to serve as an aid to facilitate language acquisition and production. It concretizes vocabulary and language

<sup>12</sup> Ibid, p. 75-7613 http://en.wikipedia.org/wiki/realia

and places it in a frame of reference. It also allows language learners to see, hear and in some cases touch the objects.<sup>15</sup>

# 2. Advantage of Using Realia

Based on the definition of realia above, it can be concluded that realia is effective to use in teaching and learning vocabulary. For helping students understand the meaning of a word, using real objects are better. When there are real windows, doors, walls, floors, desks and clocks in the classroom, it is foolish not to use them in our teaching. But in some classes, unfortunately, the students seem never to be asked to look at them, point to them, walk to them, touch them. Only the textbook pictures are used. This is a waste of excellent opportunities. With beginners, using realia is helpful for teaching the meanings of words or for stimulating student activity. It can be said by using realia, the students will have the correct concept of a word in their minds, so it will more memorable.

# 3. Way of Teaching English Using Realia

Realia is recommended to use in this study to introduce vocabulary (concrete noun) to the students. The researcher sees that realia as an

15 http://www.usingenglish.com

<sup>17</sup> Jeremy Harmer, *The Practice of English Language Teaching (fourth edition)*, (Longman: Pearson Education Limited, 2007), p. 177

<sup>&</sup>lt;sup>16</sup> Virginia French Allen, *Technique in Teaching Vocabulary*, (New York: Oxford University Press, 1983), p. 24

appropriate technique to be used in teaching vocabulary because it will be more interesting for the students.

In the process of teaching English using relia, first of all, the teacher should prepare the kind of realia that will be used in one meeting. For example, the teacher will teach about "Classroom Equipments", the realia of them, such as chair, desk, blackboard, etc, should be prepared first. In teaching, the teacher should be more creative in using realia. Usually for the first step, the teacher shows realia one by one in the beginning of class to make the students know the real objects and they will have the correct concept of the objects in their minds. Then, the teacher creates an alternative, such as game that uses realia, to keep the students from boredom that can make them are unmotivated in the teaching and learning process. Actually, there are many various ways of teaching vocabulary using realia that can be created by the teacher creatively.

F. Vocabulary Assessment

The mastery of vocabulary can be divided into receptive and productive, the ability to comprehend and use vocabulary. The ability of comprehend vocabulary can be seen from reading and listening and the ability to use vocabulary seen from writing and speaking. Therefore, the assessment of vocabulary usually is related

directly to the whole receptive or productive language ability. The example, comprehend test of difficult words of a text in reading test. 18

The vocabulary assessment is a kind of test as means to measure the students ability toward vocabulary in certain language, both receptive and productive. The discussion of vocabulary assessment will be concerned with these problems: 19

- The choice of vocabulary that will be tested.
- The choice of form and way to test especially about the test arrangement that appropriate with the levels of certain cognitive aspect.
  - The material of vocabulary test

The factors that must be considered in choosing the material of vocabulary test are:<sup>20</sup>

- a. Level and kind of school
- b. Level of vocabulary difficulty
- c. Passive and active vocabulary
- d. General, specific and expressive vocabulary
- The level of vocabulary test
  - a. Vocabulary test of memorization level
  - b. Vocabulary test of comprehension level
  - c. Vocabulary test of application level

<sup>&</sup>lt;sup>18</sup> Burhan Nugiyantoro, Penilaian dalam Pengajaran Bahasa dan Sastra, (Yogyakarta: PT BPFE, 2001), p. 213
<sup>19</sup> Ibid.

<sup>&</sup>lt;sup>20</sup> Ibid, p. 213 - 224

### d. Vocabulary test of analysis level

In this study, the researcher uses vocabulary test of memorization level. The using of this kind of test based on the technique that is used by the researcher in teaching vocabulary. As stated before, the name of technique is realia. According to the definition of realia are objects from real life used in classroom instruction. Whereas, the main purpose of this technique is to help the students are easier to memorize words. The words that are tested have certain meaning and term.

And, about the score of students, the researcher takes from the result of test. All of students scores in each meeting are summed up to get the average scores. The way to find average score is:

Average score = Total students scores

Total students

#### **CHAPTER III**

#### RESEARCH METHODOLOGY

#### A. Research Design

The study was done to find out the answer of the problem stated in chapter I and to give new alternative to teach English, especially to introduce vocabulary (concrete noun) to the seventh class students of junior high school buy using realia.

The design of this study is Collaborative Classroom Action Research (CCAR). Classroom action research is an action done by the teacher or collaborates with another people that has purpose to improve the quality of learning process in the classroom. Collaborative action research processes strengthen the opportunities for the results of research on practice to be fed back into educational system in a more substantial and critical way. They have the advantage of encouraging teachers to share common problems and to work cooperatively as a research community. In this case, the researcher collaborated with the English teacher of SMP Kemala Bhayangkari 1 Surabaya at seventh class.

<sup>&</sup>lt;sup>1</sup> Iskandar, Penelitian Tindakan Kelas, (Jakarta: Gaung Persada Press, 2009), p. 21

<sup>&</sup>lt;sup>2</sup> Anne Burns, Collaborative Action Research for English Language Teachers, (Cambridge: Cambridge University Press, 2003), p. 13

There are some experts suggesting the different model of action research, but generally, there are four steps that common to be passed, they are:3

- 1. Planning
- 2. Implementing
- 3. Observing

# 4. Reflecting

The first step of this study was begun with preliminary study to identify the students of SMP Kemala Bhayangkari 1 Surabaya at seventh class as the object in this study and to get more information about students' problem in mastering vocabulary. It was conduct on December 1, 2009.

In the first preliminary study, the researcher met the headmaster of Kemala Bhayangkari 1 Surabaya to discuss about the plan to do research in that school. Next, the second preliminary study, the researcher met the English teacher at seventh class for an informal interview and direct observation in the teaching learning process. After doing them, the analysis was found and the data from preliminary study was used to set up the next action.

<sup>&</sup>lt;sup>3</sup> Suharsimi Arikunto, Penelitian Tindakan Kelas, (Jakarta: Bumi Aksara, 2008), p. 16

### B. Subject of the Study

The subject of this study was the students at the seventh class. The researcher choosed the seventh class based on the assumption that vocabulary mastery of the students in this level are still low and lack. Considering, the students of junior high school especially seventh class, they just graduated from elementary school and some characteristics of children were still they have. Based on this case, the students needed an interesting technique to motivate them in the learning process. Therefore, it is suitable to use a technique that was called as realia to help them learning vocabulary.

There are five classes at the seventh class, they are from 7-A until 7-E and each class is consist of 35 students. From 7-A until 7-E, the researcher chooses 7-B because this class is easier to control than the other class, according to the information of English teacher in that school.

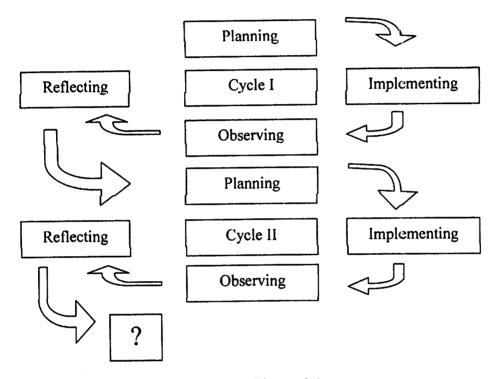
#### C. Setting of the Study

The data of this study was taken from the seventh class students at SMP Kemala Bhayangkari 1 that is located on Jl. A. Yani 30-32 Surabaya.

The researcher choosed this school as the setting of this study for some reasons. First, the English ability of the students were still low, especially their vocabulary mastery. Second, the technique of realia never had been implemented before. Finally, the location of this school was easy to be reached because it was on the edge of highway.

### D. Research Procedure

The study was conducted under the following steps: planning, implementing, observing and reflecting. The model of action research can be illustrated as the following picture:<sup>4</sup>



Picture 3.1

(The illustration model of action research by Suharsimi Arikunto)

# 1. Planning

In this step, the researcher and her collaborative teacher made a preparation based on the problem that had been identified in the preliminary study. Both of them, prepare a suitable model of lesson plan, instructional material, media and instrument.

<sup>4</sup> lbid

#### a. Lesson Plan

In conducting the study, the lesson plan of realia technique in teaching vocabulary (concrete noun) was made by the researcher and collaborative teacher. It described the activities of teacher and students during the teaching learning process.

#### b. Instructional Material

In this study, both the researcher and collaborative teacher prepared the instructional material that would be taught to the students.

#### c. Media

The media used in this study were real objects. The researcher and collaborative teacher prepared kinds of realia (real things) based on the material of students. All of those realia were brought into the class to be introduced one by one to the students.

#### d. Instrument

In order to make easier the process of data collection, some instruments were needed. The instruments used by the researcher in this study were:

#### 1. Observation Checklist

The observation checklist was used to observe the activities of the teacher and students during the teaching learning process in the classroom.

#### 2. Field Note

The field note was used to make a note of problem or weakness appeared during the teaching learning process in the class.

#### 3. Assessment

The assessment was used to know how far the students master of the material that had been taught.

## 4. Questionnaire

The questionnaire was used to know students' opinion about realia technique in teaching vocabulary. It was also used to know whether the technique was helpful to solve their problem in learning vocabulary.

## 2. Implementing

The next step was implementing. What the researcher and collaborative teacher had planned in the planning step was implemented in this step.

#### 3. Observing

The observer observed the class during teaching learning process. The component that was observed based on the observation checklist and made field note toward the weaknesses appeared during teaching learning process.

## 4. Reflecting

In the reflecting step, the researcher and collaborative teacher evaluated the results during teaching learning process. The weaknesses were identified to be looked for the solution, so it would be better in the next cycle.

## E. Data Collection Technique

The data of this study was collected through assessment, observation and questionnaire:

#### 1. Assessment

Assessment is the series of questions or exercise and the other tool that are used to measure the skill, knowledge, intelligence, ability or talent that is had by individual or group<sup>5</sup>. In this study, the assessment was done in the last section of each meeting, to measure how far the students master of vocabulary given.

#### 2. Observation

Observation is an evaluation by observing to the object directly, accurately and systematically.<sup>6</sup> This observation was about the situation of teaching learning process when the teacher implemented realia technique in teaching vocabulary (concrete noun). The components that observed were

<sup>&</sup>lt;sup>5</sup> Suharsimi Arikunto, *Prosedur Penelitian (suatu pendekatan praktek edisi revisi v)*, (Jakarta: PT Rineka Cipta, 2002), p. 127

<sup>&</sup>lt;sup>6</sup> Burhan Nurgiyantoro, *Penilaian dalam Pengajaran Bahasa dan Sastra*, (Yogyakarta: PT BPFE, 2001), p. 57

about how was the material given to the students by using realia, how did the teacher implement realia to introduce vocabulary (concrete noun) and how were the student's activities in the class when realia was implemented.

In this observation, the researcher made form of observation checklist. The observer gave thick sign  $(\sqrt{})$  to the every component in the observation checklist and field note toward the weaknesses appeared during teaching learning process.

## 3. Questionnaire

Questionnaire is a tool of data collection that consist of question list in writing that is pointed to the subject or respondent of study. The questionnaire was used to know students' opinion about realia technique in teaching vocabulary. It was also used to know whether the technique was helpful to solve their problem in learning vocabulary. There were some questions in the questionnaire made to find out about what were the students' responses toward the material given by using realia, what were the students' responses toward the implementation of realia in teaching learning process and what were the problems that might arise during the implementation of realia in teaching learning process.

<sup>&</sup>lt;sup>7</sup> Sanapiah Faisal, Format-Format Penelitian Sosial, (Jakarata: PT Raja Grafindo Persada, 1989), p. 122

The questionnaire was done in last section of the last meeting. Before the students answer the questionnaire, the researcher would explain each question in the questionnaire.

## F. Data Analysis

After all the data had been collected, then they were analyzed. First, the data was obtained from assessment. The analysis was done from the result of test. The score was summed up to find the average score. The data was contain of how far the students master of vocabulary given in each meeting.

Second, the data was obtained from observation, the analysis was done by describing the process of teaching learning vocabulary by realia in the class. The data that was contain of how was the material given to the students by using realia, how did the teacher implements realia to introduce vocabulary (concrete noun) and how were the students activities in the class when realia was implemented.

Third, the data was obtained from questionnaire, the analysis was done from result of students' answer toward the questions in questionnaire. The data was contain of what were the students responses toward the material given by using realia, what were the students' responses toward the implementation of realia in teaching learning process and what was the problem that might arise during the implementation of realia in teaching learning process.

#### **CHAPTER IV**

#### RESULT AND DISCUSSION

This chapter mainly discusses the results of conducted study and interpretation of the data to answer problem of study as stated in previous chapter, that are: how is the implementation of realia in teaching vocabulary (concrete noun) and how can realia improve the students' vocabulary mastery (concrete noun).

To answer question number 1, the researcher needs to describe the teaching learning process of using realia and the result of observation during the process of it. The teaching and learning process are included the teacher activity, students activity and material of teaching vocabulary by using realia.

To answer question number 2, the researcher needs to measure the improvement of students' vocabulary mastery after realia is implemented. To know the improvement of students' vocabulary mastery, the researcher uses the score of students' assessment in each meeting. All of the students' scores in each meeting are summed up to get the average scores.

And, about the result of questionnaire is described to know the students' responses toward the implementation of realia. The result of questionnaire is described in percentage form of each question.

The researcher will describe all results of the study based on the explanations above. And to make them clear, the researcher describes all of them one by one in these following sections.

## A. Result of the Study

## 1. Result of the Teaching and Learning Process

## a. First Meeting

#### 1. Planning

It was held on December 3, 2009. The time used was 2 x 40 minutes. The teacher was the researcher. The researcher used realia in teaching learning process. The material was about "Things Around Us 1" and the topic was about "Classroom Equipments". The researcher took material from text book.

## 2. Implementing

Before the teaching learning process was started by the researcher, the collaborative teacher (English teacher of that school) introduced the researcher to the students. After that, the teacher let researcher to start the lesson. The researcher said greeting to the students then checked the students' attendance and gave motivation to the students.

#### a. Pre-Realia Activity

In the pre-realia activity, the researcher wrote topic on the whiteboard and asked students some questions related to the topic.

Then, the researcher gave statements related the topic to stimulate students background knowledge.

## b. While-Realia Activity

In this activity, the researcher showed realia (real things) in front of the class, then introduced the name of realia, wrote it on whiteboard and pronounce it loudly. Next, the researcher asked students to pronounce it together, after that asked some of the students to pronounce it alone. The researcher asked the students to write the name and meaning of realia in the book. The researcher repeated these activities until all of the vocabulary were introduced.

To refresh the students' mind and to make students' comprehension and memorization stronger, the researcher conducted a game in the while of teaching learning process. The name of game was "Whispering Game". The researcher divided students into some groups. Each group made a line, then the researcher whispered two words to the last student of each line (the words of each group were different). The student that got words from the researcher must whispered them to the other students in one group. After that, the students in first line of each group must wrote the words were whispered on whiteboard. And, the group that could write words correctly and quickly was the winner of this game.

Next step after conducted the game was assessment. The researcher gave questions that related with the material that was taught. It must be collected to be scored by the researcher.

#### c. Post-Realia Activity

After conducting the assessment, the researcher reviewed the content of material and checked the students' comprehension, then made conclusion of the material.

Before closing class, the researcher evaluated teaching learning process by asking the students about the difficulties and responses toward the using of realia technique.

## 3. Observing

In first meeting, the observer was the English teacher of that school. The teacher observed cycles during the teaching learning process that were conducted by the researcher and signed the observation checklist that was provided by the researcher while made notes of the weaknesses during teaching learning process.

According to observer, the condition of class in first meeting was very crowded especially when the researcher showed realia in front of the class. Some of the students stood up, some others came forward and the others just sat on their desk. It might caused of that day was the first meeting for students and researcher and also the first time using realia in teaching learning process. This condition was natural because they still need to adapt with the new person and new technique.

Then, about the material was quite good. The material made students interesting and it was understandable by the students.

And about the time, the researcher had managed the time well.

All of the activities during teaching learning process could be finished at the time.

For about the researcher's performance was good, the voice could be heard by the students. Then, about the researcher's explanation and instruction were clear enough but sometimes the researcher was too fast in giving instruction. It made the students often asked researcher to repeat the instruction. When the researcher explained material, the researcher was not only in front of class but the researcher also walked around the students to make sure that all of students could catch the material that was taught by the researcher.

#### 4. Reflecting

According to the explanation of observation above, the researcher and teacher made some reflection, that were:

- First, because in first meeting the condition of class was very crowded, so, in the next meeting, the researcher must be able to control it. It was to keep the effectiveness of teaching learning in the class.

Second, because in first meeting the researcher too fast in giving instruction, so, in the next meeting, the researcher must be slower.
 It was to avoid the repetition of teacher's instruction that was often asked by the students.

## b. Second Meeting

## 1. Planning

It was held on December 10, 2009. The time used was 2 x 40 minutes. The teacher was the researcher. The researcher used realia in teaching learning process. The topic was about "Things Around Us 1" and the material was about "School Equipments". The researcher took material from text book.

Based on the reflection in first meeting, the researcher planned everything to be better in the second meeting.

## 2. Implementing

The researcher started the learning teaching process by saying greeting to the students then checked the students' attendance and gave motivation to the students.

## a. Pre-Realia Activity

In the pre-realia activity, the researcher wrote topic on the whiteboard and asked students some questions related to the topic.

Then, the researcher gave statements related the topic to stimulate students background knowledge.

## b. While-Realia Activity

In this activity, the researcher showed realia (real things) in front of the class, then introduced the name of realia, wrote it on whiteboard and pronounce it loudly. Next, the researcher asked students to pronounce it together, after that asked some of the students to pronounce it alone. The researcher asked the students to write the name and meaning of realia in the book. The researcher repeated these activities until all of the vocabulary were introduced.

To refresh the students' mind and to make students' comprehension and memorization stronger, the researcher conducted a game in the while of teaching learning process. The name of game was "Matching Game". The researcher divided students into some group. Then, the students prepared one table for each group in front of the class. After that, the researcher gave some papers to each group (the papers consist of some words in English and their meaning in Indonesia). Next, the students work in group to match the words and meanings. The students must put the words and meanings on the table in front of class that had prepared for each group. Last, the group that could match the words and meanings correctly and put them on table quickly was the winner.

Next step after conducted the game was assessment. The researcher gave questions that related with the material that was taught. It must be collected to be scored by the researcher.

## c. Post-Realia Activity

After conducting the assessment, the researcher reviewed the content of material and checked the students' comprehension, then made conclusion of the material.

Before closing class, the researcher evaluated teaching learning process by asking the students about the difficulties and responses toward the using of realia technique.

## 3. Observing

In second meeting, the observer was the English teacher of that school. The teacher observed cycles during the learning teaching process that were conducted by the researcher and signed the observation checklist that was provided by the researcher while made notes of the weakness during learning teaching process.

According to observer, the condition of class in second meeting was still crowded, especially when the researcher showed realia in front of the class. Some of the students stood up, some others came forward and the others just sat on their desk. It might caused that the realia technique to introduce vocabulary still new for them. So, it attracted students' attention.

Then, about the material was quite good. The material made the students interesting and it was understandable by the students.

And about the time, in this second meeting the time did not manage well. The researcher spent many times in conducting the game. It took the time of assessment, so the students were hurry in finishing their task and cheated each other.

For about the researcher's performance was good, the voice could be heard by the students. Then, about the researcher's explanation and instruction were clear and slower than the first meeting. When the researcher explained material, the researcher was not only in front of class but the researcher also walked around the students to make sure that all of students could catch the material that was taught by the researcher.

#### 4. Reflecting

According to the explanation of observation above, the researcher and teacher made some reflection, that were:

First, similar with the first meeting, the condition of class in second meeting also still crowded. It might caused the researcher use the new way in introducing vocabulary (realia), so it attracted the students' attention. And, for the next meeting, the researcher must be able to control it.

- Second, in this second meeting, the researcher could not manage time well. The researcher spent many times in conducting the game, as the result, the time for assessment was less. This condition made students were hurry in finishing the task and cheated each other. So, for the next meeting, the time must be controlled well.

## c. Third Meeting

## 1. Planning

It was on December 17, 2009. The time used was 2 x 40 minutes. The teacher of third meeting was the researcher. The researcher used realia in teaching learning process. The topic was about "Things Around Us 2" and the material was about "Kitchen Equipments". The researcher took material from the text book.

Based on the reflection in second meeting, the researcher planned everything to be better in the third meeting.

## 2. Implementing

The researcher started the learning teaching process by saying greeting to the students then checked the students' attendance and gave motivation to the students.

## a. Pre-Realia Activity

In the pre-realia activity, the researcher wrote topic on the whiteboard and asked students some questions related to the topic.

Then, the researcher gave statements related the topic to stimulate students background knowledge.

## b. While-Realia Activity

In this activity, the researcher showed realia (real things) in front of the class, then introduced the name of realia, wrote it on whiteboard and pronounce it loudly. Next, the researcher asked students to pronounce it together, after that asked some of the students to pronounce it alone. The researcher asked the students to write the name and meaning of realia in the book. The researcher repeated these activities until all of the vocabulary were introduced.

To refresh the students' mind and to make students' comprehension and memorization stronger, the researcher conducted a game in the while of teaching learning process. The name of game was "Guessing Name Game". The researcher divided students into some groups. Then, all of the students of each group prepared one piece of paper. The researcher showed realia one by one and asked the students to write down names of those realia. After that, the researcher gave time to all groups to discuss

with their friends in one group about the answer. Last, the group that could collect the answer (in one piece of paper) correctly and quickly in front of the class was the winner.

Next step after conducted the game was assessment. The researcher gave questions that related with the material that was taught. It must be collected to be scored by the researcher.

## c. Post-Realia Activity

After conducting the assessment, the researcher reviewed the content of material and checked the students' comprehension, then made conclusion of the material.

Before closing class, the researcher evaluated teaching learning process by asking the students about the difficulties and responses toward the using of realia technique.

## 3. Observing

In third meeting, the observer was the English teacher of that school. The teacher observed cycles during the learning teaching process that were conducted by the researcher and signed the observation checklist that was provided by the researcher while made notes of the weakness during teaching learning process.

According to observer, the condition of class in third meeting was good enough. It was better than the first and second meeting. The

researcher had closed with students and they began familiar with realia in the teaching learning process.

Then, about the material was quite good. The material made students interesting and it was understandable by the students.

And about the time, the researcher had managed the time well.

All of the activities during teaching learning process could be finished at the time. But, there was a bit trouble when the researcher conducted game. There were some students did not pay attention and made noisy in the class, they did not participate actively in the game.

For about the researcher's performance was good. The researcher's voice was loud and could be heard by the students well.

The researcher's explanation and instruction were clear.

#### 4. Reflecting

According to the explanation of observation above, the researcher and teacher made a reflection, that was according to observation of the observer, the whole process of learning teaching in third meeting was good. But, there was a bit trouble. It was about students' naughty, there were some students made noisy and did not pay attention dyring the game. For the next meeting, the teacher must able to manage this problem, the teacher must make sure that all of the students are participate in the whole of teaching learning activities.

## d. Fourth Meeting

## 1. Planning

It was held on December 24, 2009. The time used was 2 x 40 minutes. The teacher of fourth meeting was the researcher. The researcher used realia in learning process. The topic was about "Things Around Us 2" and the material was about "Drink and Food Materials". The teacher took material from the text book.

Based on the reflection in third meeting, the researcher planned everything to be better in the fourth meeting.

## 2. Implementing

The researcher started the learning teaching process by saying greeting to the students then checked the students' attendance and gave motivation to the students.

## a. Pre-Realia Activity

In the pre-realia activity, the researcher wrote topic on the whiteboard and asked students some questions related to the topic.

Then, the researcher gave statements related the topic to stimulate students background knowledge.

## b. While-Realia Activity

In this activity, the researcher showed realia (real things) in front of the class, then introduced the name of realia, wrote it on whiteboard and pronounce it loudly. Next, the researcher asked students to pronounce it together, after that asked some of the students to pronounce it alone. The researcher asked the students to write the name and meaning of realia in the book. The researcher repeated these activities until all of the vocabulary were introduced.

To refresh the students' mind and to make students' comprehension and memorization stronger, the researcher conducted a game in the while of teaching learning process. The name of game was "Last Letter Game". The teacher divided students into some group. Then, all of the students prepared one piece of paper. The teacher wrote on whiteboard the last letter of each word that related with realia (the teacher gave clue with mention the number of letter). After that, the teacher gave time for each group to discuss about the answer with their friends in one group. Last, the group that can answer correctly and quickly was the winner.

Next step after conducted the game was assessment. The researcher gave questions that related with the material that was taught. It must be collected to be scored by the researcher.

## c. Post-Realia Activity

After conducting the assessment, the researcher reviewed the content of material and checked the students' comprehension, then made conclusion of the material.

Before closing class, the researcher evaluated teaching learning process. Next, in this last meeting, the researcher distributed questionnaire to the students and asked them to collect it. The result of questionnaire would show students' opinion about the using of realia technique to improve students' vocabulary mastery.

## 3. Observing

In forth meeting, the observer was the English teacher of that school. The teacher observed cycles during the teaching learning process that were conducted by the researcher and signed to observation checklist that was provided by the researcher while made notes of the weakness during teaching learning process.

According to observer, the condition of class in fourth meeting was good. The class condition was not crowded anymore. The students participate actively during teaching learning process.

Then, about the material was quite good. The material made students interesting and it was understandable by the students.

And about the time, the researcher had managed the time well.

All of the activities during teaching learning process could be finished at the time.

For about the researcher's performance was good, the voice could be heard by the students. Then, about the researcher's explanation and instruction were clear.

## 4. Reflecting

According to the explanation of observation above, the researcher and teacher made a reflection, that was according to observation of the observer, the whole process of learning teaching in fourth meeting was good. The students participate actively during teaching learning process. The realia technique had been accepted well by them.

## 2. Result of the Questionnaire

To know the students' responses toward teaching learning process, the researcher gave questionnaire to the students. The questionnaire consists of 10 questions and it was given to the students in the last meeting.

After that, the researcher analyzed every number of questions one by one. To measure the students' responses, researcher used the pattern:

The results of questionnaire are:

For question number 1, apakah anda senang belajar bahasa Inggris dengan teknik realia? The results are:

Table 4.1

Criteria	Score
	20 %
	65,71 %
	8,57 %
	5,71 %
	Sangat senang senang kurang senang tidak senang

For question number 2, bagaimanakah penggunaan teknik realia di kelas bahasa Inggris anda? The results are:

Table 4.2

No	Criteria	Score	
	sangat bagus	20 %	
<u>a.</u>		51,43 %	
b.	bagus	17,14 %	
c.	kurang bagus	11,43 %	
	tidak bagus		

For question number 3, apakah guru anda menyampaikan materi dengan teknik realia secara jelas? The results are:

Table 4.3

No	Criteria	Score
	sangat jelas	20 %
<u>a.</u>		77,14 %
b.	jelas	2,86 %
c.	kurang jelas	0 %
d.	tidak jelas	<u>``</u>

For question number 4, apakah guru anda menyampaikan materi dengan teknik realia secara maksimal? The results are:

Table 4.4

No	Criteria	Score
a.	sangat maksimal	37,14 %
b.	maksimal	48,57 %
c.	kurang maksimal	14,29 %
d.	tidak maksimal	0 %

For question number 5, apakah penggunaan teknik realia membantu anda memahami materi pelajaran? The results are:

Table 4.5

No	Criteria	Score
a.	sangat membantu	20 %
b.	membantu	65,71 %
<u>с.</u>	kurang membantu	8,57 %
<u>d.</u>	tidak membantu	5,71%

For question number 6, apakah materi yang disampaikan kepada anda dengan menggunakan teknik realia itu menarik? The results are:

Table 4.6

No	Criteria	Score
a.	sangat menarik	37,14 %
b.	menarik	57,14 %
<u>c.</u>	kurang menarik	5,71%
d.	tidak menarik	0 %

For question number 7, apakah dengan teknik realia anda lebih termotivasi untuk belajar vocabulary? The results are:

Table 4.7

No	Criteria	Score
a.	sangat termotivasi	54,29 %
b.	termotivasi	22,86 %
c.	kurang termotivasi	14,29 %
d.	tidak termotivasi	8,57 %

For question number 8, apakah anda merasa ada kemajuan dalam penguasaan vocabulary selama teknik realia digunakan? The results are:

Table 4.8

No	Criteria	Score
a.	sangat ada	42,86 %
b.	ada	51,43 %
<u>с.</u>	kurang ada	5,71 %
d.	tidak ada	0 %

For question number 9, apakah anda sering menemui kesulitan selama penggunaan teknik realia? The results are:

Table 4.9

Criteria	Score
	0 %
•	2,86 %
	31,43 %
	65,71 %
	Criteria sangat sering sering kurang sering tidak sering

For question number 10, apakah teknik realia perlu digunakan di sekolah anda? The results are:

**Table 4.10** 

No	Criteria	Score
a.	sangat perlu	45,71 %
b.	perlu	54,29 %
c.	kurang perlu	0 %
d.	tidak perlu	0 %

From the result of questionnaire above, it shows that the students response well toward the implementation of realia in their teaching learning process.

#### 3. Result of the Assessment

To measure the students' comprehension to the material, the researcher gave assessment to the students in each meeting. The assessment was given during four meetings. The kinds of assessments that were given in each meeting can be seen in appendix.

The assessments that were given in every meeting then were scored by the researcher. All of the students' scores in each meeting are summed up to get the average scores. To measure the average score, researcher used the pattern:

	Total students scores
Average score =	Total students

# The results of them, can be seen in the table 4.11 below:

Table 4.11

No	Students	I	II_	111	IV
1	Adi Yudha Tamtama	8	10	10	10
2	Andhita Lp.	8	8	10	10
3	Anggun Surya M. I.	10	10	10	10
4	Arnold Rio P.	7	9	9	10
5	Aulya Venisa K.	8	9	10	10
6	Ayu Denita	8	9	10	10
7	Basri Hartono	6	8	8	9
8	Bella Putri J.	9	9	9	10
9	Cahyo Suwandaru	8	8	9	$\frac{10}{10}$
10	Choirun Nisa	10	10	10	10
11	Dhesy Anggonowati	9	10	10	10
12	Emir Iman P.	6	7	7	8
13	Fitri Aulia Damayanti	8	8	9	10
14	Heppy Yonita	9	9	10	10
15	Ivannabil Janitra R.	6	7	8	8
16	M. Nur Aufal M.	7	7	8	8
17	M. Rizal B.	7	9	10	10
18	Made Widya Astawa	10	10	10	10
19	Mardhika Hardi P.	7	8	10	10
20	Moch. Afifudin	9	10	10	10
21	Muhammad Taufiq	6	7	8	8
22	Nadhira D. D.	10	10	10	10
23	Nindia Ayu P. N.	8	9	10	10
24	Prisa Martha W.	8	8	10	10
25	Raka Bhakti P.	6	8	8	9
26	Randy Cahaya K.	8	9	10	10
27	Rista Setyana	10	10	10	10
28	Ruri Nurilah	6	7	7	9
29	Salsabila Audia F.	8	10	10	10
30	Satria T. H.	6	8	9	9
31	Shella Kurniawati	9	9	10	10
32		8	8	10	10
$-\frac{32}{33}$	Syukry Ansis	7	8	8	9
34		10	$\frac{10}{7}$	10	$\frac{1}{9}$
35		6	7		
1	Total Score	276	303	326	336
-	Average Score	7,9	8,7	9,3	9,6

From the result of assessment above, it shows that realia is the effective technique for the students in learning vocabulary. The student's scores always improve in each meeting.

## B. Discussion of the Study

#### 1. Teaching and Learning Process

From the results during teaching learning process, the researcher makes the analysis that the weaknesses during teaching learning process from first meeting until last meeting that often happened are about the students' crowded and their naughty. This condition was natural, considering the students are still at seventh class of junior high school. At this level, the students are categorized as adolescent learner that is often seen as the problem students. But, during four meetings, the students have followed all activities in teaching learning process well.

According to Harmer, adolescence is bound up, after all, with a pronounced search for identity and a need for self esteem, adolescents need to feel good about themselves and valued. All of this is reflected in the secondary student who convincingly argued that a good teacher is someone who knows our name.

Jeremy Harmer, The Practice of English Language Teaching (fourth edition), (Longman: Pearson Education Limited, 2007), p. 83

#### 2. Questionnaire

From the results of questionnaire, the researcher makes an analysis that the students' of 7 B at SMP Kemala Bhayangkari 1 Surabaya, as the object of this study response well toward the implementation of realia in their teaching learning process. The students can be more interested and motivated when realia implemented in their class.

This results can be seen from the students' responds toward ten questions that are given by the researcher in questionnaire. All of students answers in the questionnaire are analyzed for each number and categorize one by one.

The results of questionnaire are shown in percentage forms. For the clear and complete questionnaire results can be seen in table 4.1 until 4.10.

#### 3. Assessment

From the results of assessment during four meetings, the researcher makes an analysis that realia is the effective technique in teaching learning vocabulary especially concrete noun. This result can be seen from the students' scores that always improve for each meeting.

The result of all tests from first until fourth meeting can be seen clearly and completely in table 4.11. In that table, the scores of students one by one during fourth meeting and the average scores of them are shown.

#### **CHAPTER V**

#### CONCLUSION

## A. Conclusion

Based on the data in last chapter, the researcher can make some conclusions:

- 1. The results of this study show that the teaching and learning process of vocabulary (concrete noun) by using realia have been implemented maximally. All of the teaching learning processes are conducted based on the planning that have been planned. It can be seen from the result of observation during the process of it. Then about the students' responses toward the implementation of realia in vocabulary (concrete noun) teaching and learning process can be seen from the result of questionnaire. It shows that the realia technique are accept well by the students. They participate actively during the teaching learning process.
- 2. For about the students' improvement in mastery vocabulary (concrete noun), the results of this study show that realia can improve the students vocabulary mastery (concrete noun). It can be seen from the results of students' assessment, the scores always improve in every meeting.

## B. Suggestion

Based on the data in last chapter, the researcher can give some suggestions:

- 1. The process of English teaching and learning will be more effective if the teachers use media. As the result of this study, it shows that the using of realia (real objects) make the students are more interested and motivated. So, the students will participate actively during the teaching learning process. The English teachers are expected to be able to select the most appropriate media for their students and use the suitable technique to implement it maximally.
- 2. The teachers must be aware that the students are not same. The students have their own characters and ways to learn something include learning foreign language. The English teachers should not always use the same technique in teaching. It is better if there is any variation in their teaching process. It is to avoid the students boredom that can caused students unmotivated well during the teaching learning process.

Finally, the researcher expects that this study will give good contribution in education, especially in English teaching. However, the researcher awares if during conducted this study, there are still many weaknesses. Considering, the researcher is still new and lack of experience in education world. So, the advices and critics in order to make this study better will be respected well by the researcher.

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