THE USE OF REALIA TO IMPROVE STUDENTS' VOCABULARY MASTERY AT FIRST GRADE

Ulfi Andini, Cucu Sutarsyah, Sudirman
University of Lampung

a.ulfiandini@gmail.com

Abstrak: Tujuan penelitian ini adalah untuk mengetahui apakah ada perbedaan penguasaan kosa kata siswa setelah diajarkan menggunakan *realia* dan untuk menganalisis kesulitan mereka dalam belajar kosa kata. Populasi penelitian ini adalah siswa/i SMPN 26 Bandar Lampung. Penelitian ini menggunakan metode kuantitatif. Tes kosakata dan kuesioner sebagai instrumen. Desain penelitian adalah *one group pretest post-test.* Data dianalisis menggunakan *Repeated measures T-Test.* Hasil penelitian menunjukkan bahwa ada perbedaan penguasaan kosa kata siswa setelah diajarkan menggunakan *realia. Kata benda* paling meningkat sementara *kata keterangan* terendah. Selama proses belajar menggunakan realia, para siswa menghadapi beberapa kesulitan, seperti pengucapan kosa kata dalam bahasa inggris dan kosa kata yang memiliki makna ganda. Kesimpulannya, penggunaan *realia* membuat siswa lebih tertarik dan mudah untuk memahami dalam proses pengajaran sehingga dapat menjadi media yang baik untuk meningkatkan penguasaan kosa kata siswa.

Kata kunci: kesulitan belajar kosa kata, kosa kata, realia

Abstract: The objectives are to find out whether there is difference of the students' vocabulary mastery after being taught through realia and to analyze their difficulties in learning vocabulary. The population is the students of SMPN 26 Bandar Lampung. The research used quantitative method. Vocabulary test and questionnaire were used as the instruments. As a design, one group pretest post-test is used. The data are analyzed by using *Repeated measures T-Test*. The results show that there is difference of the students' vocabulary mastery after being taught by using realia. Nouns improve better, while adverbs the least. During the learning process, the students have some difficulties, such as in pronuncing difficult words and difficult to understand the words with multiple meaning. In conclusion, the use of realia made the students more interest and easy to understand in teaching process so that it can be as good media for improving the students' vocabulary mastery.

Keywords: difficulty in learning vocabulary, realia, vocabulary

INTRODUCTION

Learning vocabulary does not only mean that the laerners just memorize an amount of the words but also the meaning and how the words are used for communicate both spoken and written. Furthermore, Wilkins in Thornbury (2002:13) sums up the importance of vocabulary learning in his quotation "Without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed." The statement is in line with Dellar and Hocking (in Sukrina, 2013) who say that we will see most improvement if we learn more words and expressions. We can say very little with grammar, but we can say almost anything with words. So a person may be judged by other based on their vocabulary. Commonly, learning English deals mainly with skills, i.e listening, speaking, reading and writing. These skills need sufficient amounts of vocabulary items. Content words such as nouns, and function words are the common elements of vocabulary used in daily activities. In fact, the main problem in teaching English is in the less of the students' motivation because of their weakness in using the vocabulary. However, the students always get trouble to achieve the great success in the learning skills. Yassin in 1993 as quoted by Sukrina (2013:2) points out the fact of unsuccessful achievement of learning English is due to problem of mastering vocabulary.

Additionally, there was another problem found that the teachers usually taught the students based on the books without another idea or media appropriate, so that they became too dependent on those books. This case made the students do not have any chance to do exercise either in written or oral form. This case was strengthen with the facilities which were low in that school because the school including the newly established school. Therefore, that problem made them hard to learn English and became passive participants.

In an attempt to overcome the problem in teaching learning process, there are actually so many media that can be used by the English teachers. One of the media is realia. The basic reasons for choosing realia as media to teach vocabulry are cheap and can be easily found around the class, and also can be used for many subjects, such as colors, numbers, tenses, sentences and more. Besides, the researcher tries to prove Silent Way Method proposed by Cattegno in 1976 as cited by Setiyadi (2006) which used rods to teach so many subjects, such as rods itself, colors, plural form "s", pronoun "that" and "this" and so on. Rods are colored wooden or plastics sticks that are thin and straight. They can function both as rods and as representative for something else. Rods belong to realia, for this reason realia as a media to teach vocabulary is chosen.

As a matter of fact, these are two previous research studies that are taken into consideration in this research. Sukrina (2013) did a study which attempted to discover the improvement students' vocabulary mastery. The objective of this study was to find out whether realia can significantly improve students' vocabulary or not. In this study, applying classroom action research was used. This is due to the fact that previous findings showed that there was an improvement on the students; vocabulary through realia that was supported by the result, the mean score of the second test was better than mean score of first test and the mean score of the third test was better than the mean score of the second

test. This evidently implies that realia can be an alternative strategy in improving students' vocabulary mastery. It is suggested that realia to be used in teaching vocabulary especially to young learners.

Furthermore, Nurbaeti (2013) conducted a research that aimed at finding whether or not realia media was effective to improve the students'vocabulary mastery and to find out how good the students' mastery of the vocabulary. The results of this research showed that realia media could improve the students' vocabulary mastery. The real objects or concrete nouns such as things in the classroom or things brought to the classroom can be used to show the meaning of the words. It helps the learners to memorize the words through visualization. This also means that realia media was, indeed, effected to improve the students' vocabulary mastery significantly.

Additionally, Awaludin (2013) reports on research results aimed at investigating the techniques used by a teacher of a young learner course in presenting meaning and form of vocabulary, as well as the reasons in employing the techniques. This study applied framework from Takač (2008). Observations and interview were carried out to collect the data. The findings indicate that the teacher applied various techniques with various reasons, both in presenting word meaning and form. In presenting word meaning, the teacher mostly employed real objects which comprised the use of pictures, realia, and demonstration. In presenting word form, the teacher mostly employed graphic form.

In short, the statements above are the reasons to find out the use realia as media to help students in improving their vocabulary mastery for junior high shcool students and found out the difficulties that they were faced during learning English.

METHOD
This research applied one group pretest and post-test design. This design used *Repeated measures T-Test* through SPSS16. It is used in order to compare the mean scores of the sudents' vocabulary mastery before and after being taught through realia. The population of this research is first grade students of SMPN 26 Bandar Lampung in academic year of 2016/2017, consisting of 27 students. There are 13 female students and 14 male students. The instruments of this research was a vocabulary test and the questionnaire. The test was used in order to find out the answer of research questions of this research. The amount of test items is 40 questions. The questions consist of content words in terms of nouns, verbs, adverbs and adjectives which are in form of multiple choice. Both pretest and post test are basically the same. The students were given a chance to answer the questions for about 60 minutes in both tests. Meanwhile, the questionnaire is used in order to know the students' difficulties in learning vocabulary through realia after the treatments. A set of open questionnaire consisted of 10 questions.

RESULTS

After analyzing the data, the results of students' scores of their vocabulary mastery in the pretest and post test showed that the use of realia could improve the vocabulary mastery. It could be further expalined as shown in the table below.

Table 1. The Difference of Students' Vocabulary Mastery through SPSS16

		N	Correlation	Sig.
Pair 1	Post-test Pretest	27	.900	.000

From the first table it can be assumed that there is significant difference of students' vocabulary mastery after being taught through realia. Additionally, the second table above shows that there is significant difference of students' vocabulary mastery before and after being taught by using realia. The mean scores of pretest is 58.7 and the mean scores of post test is 66.5, and the gain is 7.8. The data is strenghten with the level of significance both test, that is 0.000 which means it is lower than alpha ($p<0.05$, $p=0.000$). This indicates that there is any significant difference of students' vocabulary mastery before and after being taught through realia and it can be assumed that there is improvement of students' vocabulary mastery.

Furthermore, to prove the improvement of students' vocabulary mastery evidently, the table below shows the distribution frequency of students' scores in pretest and post-test.

Table 2. The Improvement of Students' Vocabulary Mastery

No.	Interval of Score	Pretest		Post test	
		F	Percentage	F	Percentage
1.	45-50	3	11.11%	-	-
2.	51-55	9	33.33%	-	-
3.	56-60	10	37.03%	7	25.92%
3.	61-65	3	11.11%	8	29.62%
4.	66-70	1	3.7%	10	37.03%
5.	71-75	1	3.7%	1	3.7%
6.	76-80	-	-	1	3.7%
	Total	**27**	**100%**	**27**	**100%**

From the table, it can be summarized that from twenty seven students, there are two students who got score more than 65 in pretest, and the rest students got score lower than 65 or equal as 65. Their score are lower than the minimal mastery criteria (KKM) of SMPN 26 Bandarlampung, that is 65. It can be assumed that their vocabulary still llow and they should have the treatments of learning vocabulary, in this case learning vocabulary through realia. After having the treatments, learning vocabulary through realia, there are twelve students who got score more than 65 and the rest students still got score lower than 65.

In addition to the improvement of students' vocabulary mastery, there is another improvement of content words. The improvement of content words are in terms of nouns, verbs, adjectives and adverbs. The table below illustrates the improvement of content words.

Table 3. The Improvement of Content Words

No.	Content Words	Mean Score of Pretest	Mean Score of Post test	Gain	Sig.
1.	Nouns	15.6	18.8	3.2	0.001
2.	Verbs	17.3	18.4	1.1	0.005
3.	Adjectives	13.1	15.2	2.1	0.017
4.	Adverbs	15.4	16.2	1	0.003

From the table, *nouns* improve better and *adverbs* the least.

The researcher analyzed the normality distribution of the students' vocabulary test in pretest and post-test. The table below shows the result of the normality test used *Shapiro-Wilk* through SPSS16.

Table 4.The Normality Test

		Shapiro-Wilk		
Scores		Statistic	Df	Sig.
students Post test		.873	27	.003
Pretest		.894	27	.010

a. Lilliefors Significance Correction

*the distribution is norrnal

From the table, it can be concluded that both pretest (p=0.010) and post-test (p=0.003) are distributed normally because the p values is lower than 0.05 (p<α).

The hyphothesis testing is used in order to find out whether the hypothesis proposed is accepted or not. In testing the hyphothesis, the researcher used statistical computation. The table below explains the result of hypothesis testing through SPSS version 16.

Table 5.The Hypothesis Testing through SPSS16

		Paired Differences							
					95% Confidence Interval of the Difference				
			Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig. (2-tailed)
		Mean							
Pair 1	Post-test Pretest	7. 8	2.532	.487	6.776	8.779	15.962	26	.000

According to the criteria of accepting hypothesis as it has been mentioned in previous chapter it means that H_0 is rejected and H_1 is accepted. In other words, there is significant difference of students' vocabulary mastery after being taught through realia. Additionally, the p value of the of students pretest and post test are lower than 0.05 (p=0.000, p<0.05). Based on the criteria of accepting hypothesis

as it has been mentioned in previous chapter, it means that H_0 is rejected and H_1 is accepted. In other words, there is significant difference of students' vocabulary mastery after being taught through realia.

In order to determine the difficulties that students have during the learning vocabulary through realia, the questionnaire was used. The result shows that most students have difficulties such as pronuncing the difficult words and difficult to understand the words with multiple meanings.

DISCUSSIONS

Based on the result of the pretest and the post-test it concluded that there is difference of students' vocabulary mastery. By using realia the students became more interested learning vocabulary. They remember vocabulary easily, because they learn words by seeing, observing, touching, and smelling the objects directly.

As quoted by Jalal and Karimi (2013), Harmer in 2001 states, visual aids make the learning process easier. As a result, they are used by teachers for better learning. English teachers felt that using visual aids such as pictures, real objects, etc. in teaching new words makes the learning process enjoyable and memorable. English teachers also found that visual elements can motivate students for better learning. The statements are in line with this research that the students who were being taught through realia felt enjoy and easy to memorize the new words and caused the improvement of the students' vocabulary mastery.

The findings also prove that Silent Way Method proposed by Cattegno in 1976 as cited by Setiyadi (2006) which used rods to teach so many subjects, such as rods itself, colors, plural form "s", pronoun "that" and "this" and so on. Rods are colored wooden or plastics sticks that are thin and straight. They can function both as rods and as representative for something else. Rods belong to realia and they effective to teach many subject, and realia, in this context, can improve the students' vocabulary mastery. So, it can be said that relia can be as an alternative media for teaching.

In addition to the students improvement of vocabulary relatively, there were also the improvement of aspects of vocabulary. As it has been mentioned before, nouns improve better and adverbs least. Realia could illustrate the meaning of words by associating words and objects directly, that was might be the reason why nouns improved better than other. It supports the research of Nurbaeti (2013) who says that the real objects or concrete nouns such as things in the classroom or things brought to the classroom can be used to show the meaning of the words. Realia help the learners to memorize the words through visualization. Teaching vocabulary by using realia helped students in acquiring new vocabulary.

Nouns as the one of content words which improve better and adverbs as the content words whichimprove least. The results support the quotation of Herrell& Jordan in 2000 who defines realia is "a term for real things – concrete objects – that are used in the classroom to build background want to knowledge and vocabulary." Realia brings real life into your classroom; it connects children to the real world, while they are learning they can touch, feel, and smell the material

they learn. Something that can be touched, smelt and felt is called nouns. While adverbs can be said as abstract vocabulary that cannot be touched, smelt and felt so that the students still difficult to understand the words.The students confused when they are asked to put an adverb in a sentence. Sometimes, they did not know where the adverb position is. It is supported by McCarthy (2008) who says that the difficulty in identifying adverbs is that they can appear in different place in a sentence. As in this research findings that the students had the difficulties in learning vocabulary through realia such as in pronuncing the words and difficult to understand the words with multiple meanings.

CONCLUSION AND SUGGESTION
After the research has been conducted, it is concluded that realia is a good medium for improving the students' vocabulary mastery because it can help the students to learn unfamiliar words or new words from a text. The improvement can be seen from the mean and also the gain in pre-test and post-test. The mean scores of pre-test is 58.7 and the mean scores of post-test is 66.5. From the scores of pre-test and post-test, the gain is 7.8. *Nouns* improve better while *adverbs* the least. During the learning process through realia, the students had some difficulties such as pronouncing the difficult words difficult to understand the words with multiple meanings.

Referring to the conclusions above, some suggestions, such as the findings of this research can be used as a reference for further research in another topic discussion, in different English language ability by deeper investigation. In this research the researcher found the students' difficulties during the learning process. The next researches are recommended to investigate the way to overcome the students' difficulties in learning vocabulary or other English language skills.

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