THE USE OF REALIA TO INCREASE STUDENTS' VOCABULARY ACHIEVEMENT AT SEVENTH GRADE STUDENS' OF SMP N 1 JONGGAT

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Abstract: This research was aimed to find out the use of realia to improve students' vocabulary at the seventh grade studentsof SMP N 1 Jonggat in academic year 2016/2017. The research method which was applied in this research was classroom action research with collaborative action research design where the subject of this research was seventh grade students of SMP N 1 Jonggat. The researcher was focused on the use of realia to improve students' vocabulary.. The data were gathered through quantitative and qualitative data. The quantitative data were obtained from the students' vocabulary score of pre test and post test. Then, the techniques which were used to collect the data are; test which was consist of 40 items with 3 options and it was categorized as multiple choices which was consist of 18 items, completion test which was consist of 9 items, and matching test which was consist of 13 items. Then the qualitative data were gained from anecdotal note observation and interview. The finding of this study showed that there was a development on the students' vocabulary mastery and the improvement. It could be seen from the main score of pre test was 50.8. Then, the mean score of post test was 77.70. In addition, there were 3 students or 15% from 20 students' who passed Minimum Mastery Criterion (KKM) in the pre test. Meanwhile, in the first cycle, there were 18 students or 90% from 20 students' was achieved. Then, from the result of anecdotal field notes and interview, it showed there were more students who gave good response toward realia in teaching vocabulary. Based on the result percentage and the gained data, the researcher concluded that the students' vocabulary improved very well in learning English vocabulary.

Kata Kunci**:** Vocabulary and Realia

A. INTRODUCTION

Vocabulary is a foundation in learning a language. Therefore, teaching vocabulary plays important role and useful for the students in order to communicate in daily life to express some ideas. In English learning, there are four language skills that cannot be separated such as listening, speaking, reading and writing skills. To develop these skills, the students need to master one of the elements of the language as vocabulary itself. With a limited vocabulary automatically anyone will has limited understanding in developing four skill such as speaking, reading, listening, and writing.

Vocabulary means the process of decoding a word to speech does nothing more than change it is representation from visual print to oral speech (Heibert, 2005: 3). However a new item of vocabulary maybe more than single word: for example, post office and mother-in-law, which are made up of two or three words but express a single idea. A lack of vocabulary is one of the problems by English learner in learning English itself, the learner cannot communicate well to others. The acquisition of a large number of vocabularies can help students to listening, speaking reading and writing. However, the researcher found many problems in the classroom when teaching learning process was being conducted. In learning process most of students are difficult to understand the teacher instruction. They feel bored when teacher explain the material and there was no interesting media in teaching vocabulary. Besides that, they also lack of vocabulary

knowledge because when teacher explains the material they just play each other and ignoring the teacher explanation.

Based on those problems the researcher has the assumption that Realia has criteria as the media to improve students' vocabulary in teaching learning English vocabulary.So, the researcher and English teacher at SMP N 1 Jonggat try to find the solution using Realia in English learning process. According to (McCloskey, 1999: 13).Realia is the media in teaching English language, especially in teaching vocabulary, which can be made from paper or cartoon that consists of Realia of the diagram and using Realia is to introduce and practice word families, to practice sentence patterns and sequencing of words in a sentence.Realia helps the students to memorize some vocabularies, Realia helps the students to arrange the vocabularies into sentences, and Realia helps the students to make simple paragraph.It is focused on improvestudents' vocabulary. The researcher hopes this media can be relevant media to give contribution from the problems of English classroom.

Based on the background above, identification of the problem stated that: is the use of Realia to increase students' vocabulary achievement at the seventh grade students' of SMP N 1 Jonggat. The purpose of this study is to find out the use of Realia to increase students' vocabulary achievement at the seventh grade students' of SMP N 1 jonggat in academic year 2016/2017.

B. Review of Related Literature

Generally, vocabulary is the knowledge of meanings of word. Vocabulary is the set of words for which we know the meanings when we speak or read orally. Print vocabulary consists of those words for which the meaning is known when we write or read silently (Kamil and Heibert, 2005:14).

Teaching vocabulary is more than just presenting new word (Harmer, 1991:

159). There are some premises and comment related to the teaching of vocabulary, those are:

a. New vocabulary item should always be introduced in structure.
b. Vocabulary should always be taught in normal speech utterance.
c. Not all of the words the students hear during the learning process.
d. Vocabulary should be practiced in question-answer form.

## C. Definition of Realia (Reality or Real Object)

1. Reality

Reality is word used to refer to the use of real objects in the classroom. For example a pen, a ruler, a table and the like. All of object can be used and found to classroom.Realia means real, "concrete objects and the paraphernalia of everyday life" (Zukowski-Faust, 1997 in Smith, 2014) or "objects of any origin used to illustrate vocabulary and structure in the L2" (Celce-Murcia and Hilles, 1988 in Smith, 2014). That I why the teacher is suggested to find out the model of the object which are mode of plastic, it can be brought into the classroom by himself or herself.

D. METHOD

The research method that used in this study was classroom action research (CAR) with quantitative and qualitative approach. Classroom action research begins with a question about classroom experience, issues and challenging. It is a reflective process which helps teachers to explore and examine aspects of teaching and learning and to take action to change and improve the students' achievement in teaching and learning process. The writer as researcher and his partner as an observer not all of the process in learning activities. This research consisted of one cycle which the cycle consist of six meetings and four steps are plan, action, observation, and reflection (Kemmis and McTaggart, 1988: 11-14). The following is steps of this research:

Figure 1
Cyclical Action Research Model Based On
Kammis and Taggart.
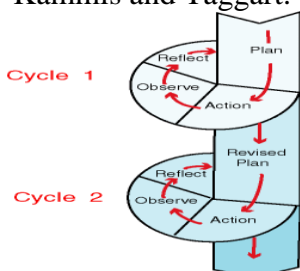
The subject of the research is the seventh grade students of SMP N 1 Jonggat in academic year 2016/2017 especially class VII-D as the subject of the study. The subject consists of 20 students, most of them were female. The object of research is "the use of pocket chart to improve students' vocabulary".

The research instruments were used in this research namely: test, anecdotal field notes and interview.

Test

Test was used to find out the students' achievement before and after the research implementation whether or not it is improved. The test is used in this researchwasobjective test in the form of multiple choices; completion, and matching. Thetest was consists of 40 items.

Field notes are notes of observations made in the field usually notes made about events as they happen (Kemmis, 2014: 180). Field notes gave the description of the situations in every meeting to look for progress or improvement in vocabulary of the students.

Interview is one of the ways to get deep and more information from the students was by interview. In this case, the researcher would interview the students of the seventh grade of SMP N 1 Jonggat. In this research, the researcher used guide interview. The interview was conducted structurally by using interview guide and it was conducted after finishing teaching and learning process in each of the cycle

Techniques of Data Collection used in this study namely: test, anecdotal field notes, and interview.After collecting the data, the next step of study to analyzed the data. There were two ways to analyze the data, they are: Quantitative and Qualitative data.

In analyzing the numerical data, the researcher tried to get the average of students' vocabulary score per action in cycle. It was used how well students' performance during learning process of vocabulary. One measure of mean score of students could be expressed in symbols as:

$$M = \frac{\sum X}{N}$$

Where:
M = the mean score of the students
$\sum x$ = the individual score
N= the number of students(Sugiyono, 2010: 36)

Second, the researcher tried to get the class percentage which passed the research criteria (75). It used the formula (Sudijono 2008: 43)

$$P = \frac{F}{N} X\ 100\%$$

Where:
P = The class percentage
F = Total percentage score
N= Number of students

E. Research Findings and Discussion

In this researchfinding, the researcher presentsthe result of the researchthat has been conducted. As what has been stated in the previous chapter, before entering the action research, the researcher did the preliminary study which consists of classroom observation and pre-test.

1. Findings of the Preliminary Study

The researcher did classroom observation in September 2016 for four times (20th,25th,28th, and 30th), it was done when the Resercher took observation and based on the schedule of English subject. The things that became the researcher's focus in observation were classroom students vocabulary toward English teaching and learning process, teacher's strategy, method and

technique in teaching English, students' strategy in learning English, giving the students questionnaires about their opinions toward their difficulties in English teaching and learning.Based on the observation, the researcher found that the students were interested to a new thing and felt bored fast when it is repeated many times. Besides, the students got manydifficulties in learning English especially in understanding some new words. One of their reasons is they were not able and difficult to pronounce the words correctly.

2. The Result of the Pre-test

The pre-test was given to the students on Monday , April 26th2016at 09.20 –11.10 p.m. The researcher carried out the test which consisted of 40 (forty) items during 45 (forty five) minutes. It was aimed to make sure whether they had problems in their vocabulary achievement. Based on the students' pre-test score, it could be seen that the mean score of the pre-test was 50.8 and there were 2 from 20 students who obtained scores above the research criteria of success while the rest 18 students failed and obtained scores bellow the criteria.

3. The Result of Post-test

The post-test was given to the students on Wednesday, December 14th2016. It was carried out by the students at 09.20 p.m. The test was the same with the previous pre-test. Before answering the post-test, they were fully expected not to cheat each other. Unlike the time when conducting pre-test where most of the students needed an extra time to answer, they could answer all of the questions approximately 40 minutes.

Based on the students' post-test score, it can be seen that the mean score of the post-test is 73.83 (seventy three point eighty three) and there are 90% or 18 from 20 students who obtained scores above the research criteria of success while the rest 2students failed and obtained scores bellow the criteria.

4. The Result of Field Notes

Observed the process of teaching and learning in the classroom, the following explanations are the result ofanalysis of the field notes observations that have been filled by the observer toward students' responsesduring teaching and learning process.

The field notes observation sheet showed most of the students paid attention to the teacher's explanation but they actually did not understand what their teacher was explaining about. It was caused by he used English most of the time. The students have already able to use at least one complete sentence in English to describe their arrangements. They also were easierto response the teacher's feedback when they were wrong in embedding sentences.

Furthermore, after the researcher analyzed and compared the result of the first until the last meeting observations it can be concluded that the students'vocabulary were improvement and became more active.

5. The Result of Interview

Interview did after process of teaching and learning in the classroom, the following explanations are the result of response of the interview that have been filled by the observer and the students toward students' responses after teaching and learning process using pocket chart.

The interview showed most of the students' good response to the teaching learning process it caused pocket chart helped the students to more active, enjoyed in teaching learning process.

F. Discussion

In this section, the result of this research was discussed on the basic relevant theories under the study of The use of Realia to increase students' vocabulary achievement at the seventh grade students' of SMP N 1 Jonggat in academic year 2016/2017.

After the computation the data, the result of first cycle was showed average score of pre-test was 47.70 and post-test 86.33. We can see the comparison between before and after teaching vocabulary by using Realia. It

means that Realia could improve students' vocabulary at the seventh grade students' of SMP N 1 Jonggat in academic year 2016/2017. Most of students could answer the test that given by the researcher after implementing Realia in teaching vocabulary and there were two students did not pass the test. But the result of this data has answered the statement of the problem.

G. Conclusion and Suggestion

In this case, pocket chart media created a situation fun and concentration for students, they also can share their knowledge, information, new vocabularies and express their feeling to their friends. In conclusion, this research was successful in improving students' vocabulary achievements by using Realia. In addition by using this media, students more active and creative in teaching learning process. Therefore, it is suggested that:

1. For the teacher

Media Realia would be helpful to improved students' vocabulary achievement, so the teacher needs to maintain using Realia in the next new academic year in teaching vocabulary.

2. For Student

Media Realia would be helpful to improved students' vocabulary achievement, so the students needs to focus on the teacher explanation, students' should active and creative in teaching learning process and do not disturb other friends when teaching learning going on.

3. For school

The principle of SMP N 1 Jonggat must consider this media to be applied by other teachers with other subject not only English teacher because dealing with the observation, this media was better than technique or media that teacher actually use.

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