

**THE IMPLEMENTATION OF REALIA AS MEDIA IN
TEACHING VOCABULARY OF THE FOURTH GRADE
STUDENTS AT SDN 55 GEDONG TATAAN PESAWARAN**

(A Script)

By
Erni Kurniati



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2016**

ABSTRACT

THE IMPLEMENTATION OF REALIA AS MEDIA IN TEACHING VOCABULARY OF THE FOURTH GRADE STUDENTS AT SDN 55 GEDONG TATAAN PESAWARAN

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Erni Kurniati

Vocabulary is an important aspect in learning a language, especially in learning a second or foreign language (English). When learners are learning a new language, they should have enough vocabulary in order to make use of their language into four language skills that are listening, speaking, reading, and writing. Without vocabularies, speakers cannot convey the meaning and communicate with each other in a particular language. Therefore, it is important to choose appropriate media when a teacher teaches vocabulary in a class.

The aim of this research was to find out whether there was an increase of the students' vocabulary achievement related to things in the classroom, parts of human body, and fruits after being taught by using realia. This research was quantitative research which used one-group pretest-post test design. The subject of this research was the students of Class IV A of SDN 55 Gedong Tataan Pesawaran in the second semester of 2015/2016 academic year consisting of 21 students. The data were collected using test in form objective items type.

The data were analyzed by using Repeated Measure T-Test of SPSS 16.0. for windows. The result of the research showed that there was an increase of the students' vocabulary achievement related to things in the classroom, parts of human body, and fruits after being taught by using realia. It could be seen from the result of mean score from the pre-test to the post-test which was 46.67 in the pre-test and increased to 61.24 in the post-test. The gain for mean score of the pre-test and post-test was 14.57. The vocabulary that has the highest increase was parts of human body which increased from 11.4 in the pre-test to 15.1 in the post-test. Probability level (p) was 0.000, it showed that it was lower than 0.05 ($p < 0.05$) and t-value was higher than t-table (7.245 > 2086). This statistical result proved that the students' score increased significantly. In other words, there was an increase of the students' vocabulary achievement after being taught by using realia.

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STUDENTS AT SDN 55 GEDONG TATAAN PESAWARAN**

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Erni Kurniati

A Script

**Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree**

in

**The Language and Arts Department of
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**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2016**

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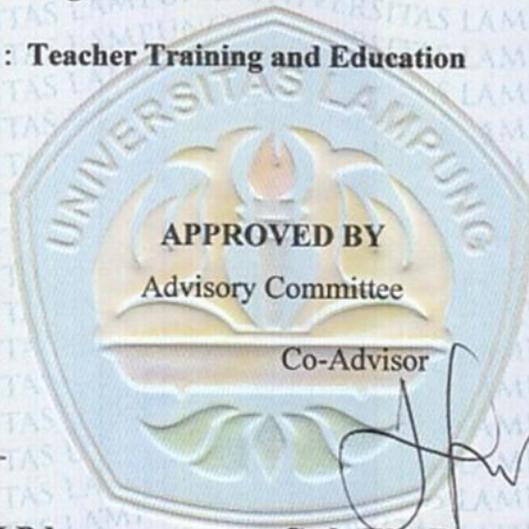
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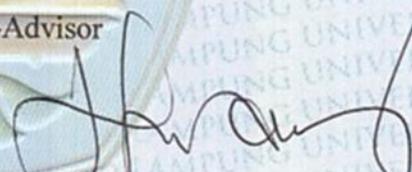
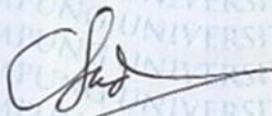
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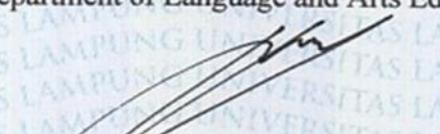
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The writer's name is Erni Kurniati. She was born in Triharjo, Kebagusan, Pesawaran on June 13th, 1995. She is the first child of Al Burhan and Samiati Ningsih. She has three younger sisters, her names are Asmarani, Asmaranti, and Putri Cahyani.

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DEDICATION

This paper is proudly dedicated to:

My beloved parents, Al Burhan and Samiati Ningsih

My three younger sisters; Asmarani, Asmaranti, and Putri Cahyani

My beloved relatives, Kirtam and Waljinah, S.Pd.

My beloved friends in English Education Study Program 2012

My Almamater, University of Lampung

MOTTO

So which of the favors of your God would you deny?

(Q.S. Ar-Rahmaan:13)

Life is the art of drawing without an eraser

(John Gardner)

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Alhamdulillahirobbil'alamin, praise is merely for Allah SWT, the Almighty God for blessing me to finish this script. The script which is entitled *The Implementation of Realia as Media in Teaching Vocabulary of the Fourth Grade Students at SDN 55 Gedong Tataan Pesawaran* is submitted as a partial fulfillment of the requirements for S1 degree.

Gratitude and honor are addressed to all persons who have supported the writer in completing this script. Therefore, the writer would like to express her respect and best gratitude to:

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The writer hopes this script can give a positive contribution to the educational development and also for those who want to accomplish further research. The writer realizes that this script is far from the perfection. There may be weaknesses and mistakes. Therefore, the writer would be grateful to accept any comments and suggestions.

Bandar Lampung, 28 September 2016

The Writer

Erni Kurniati

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I. INTRODUCTION

This chapter discusses the topic of the research that explains about background, research question, objective, uses, scope, and definition of terms.

1.1. Background

Vocabulary is an important aspect in learning a language, especially in learning a second or foreign language (English). When learners are learning a new language, they should have enough vocabulary in order to make use of their language into four language skills that are listening, speaking, reading, and writing. Without vocabularies, speakers cannot convey the meaning and communicate with each other in a particular language. Therefore, mastering vocabulary is the key to be successful in comprehending a language, speaking better, or composing a good writing, especially in English.

Since 1994, Department of Education has stated that English needs to be taught early starting from the fourth grade of Elementary School. According to the 2006 English Curriculum, English is taught to the students of elementary schools as a particular content. The teacher must teach English to the students continuously, especially English vocabulary. As stated in Elementary School KTSP (School Based Curriculum) 2006, the students of the fourth grade should learn vocabulary

at least 250 words. They should be able to use the words in communication both in oral and written forms. Therefore, it is important to choose appropriate media when a teacher teaches vocabulary in a class.

Nowadays, English becomes an international language so it is important for us to learn it. Some elementary school students feel afraid or nervous in learning English. It is because English as a foreign language is rarely used in their daily life. They were not familiar with the language and they feel frustrated when they could not mention words and understand the meaning of words. In short, vocabulary is a very important element of language since it plays an important role in language. Therefore, the teacher should choose appropriate media for teaching their students. Sadiman (2009:6) states that media are used to distribute a message from sender to the receiver in order to stimulate students' mind, feeling, interest and attention in teaching learning process. There are kinds of media that can be used in the teaching of English vocabulary for young learners such as flashcards, pictures, photo, audio, video, puppet, and realia.

Teaching of English to young children has become important especially in recent years (Scott, 1990). The presence of a language is necessary for people to interact to one another and also to transfer science and knowledge. It is important that one of the effective ways to teach children is by using realia as visual media, because they are connected with the real object. It would be easier for the learners to accept the materials. Cameron (2001) states that when the teacher teaches vocabulary to young learners, the young learners need concrete vocabulary that is

related to objects they can see and touch. It is because the children tend to learn something real, not something abstract. It might be easier for them when they look, hear, and touch a concrete thing.

According to Richards and Rodgers (1986) children are more sensitive to anything that touches the senses; they react easily to physical objects. Concerning to the characteristics of young learners that they can easily get bored and need real activities to stimulate their thinking, so it is important to create the class situation which can motivate the students to learn. Drinkwater (2008) states that teaching English to young learners through realia helps the learners to connect between words and objects. Young learners are easier to comprehend the language with the real thing rather than abstract. As teaching aids, media are needed to help the students understand vocabulary, and students will learn vocabulary quickly by using realia.

Wantini (2010) conducted a study about teaching vocabulary for the students of Elementary School. She found that the fourth grade students found it difficult to comprehend English vocabulary without seeing real objects. Therefore, she applied realia to teach them, and the results show that realia is appropriate media in teaching vocabulary for students of elementary school. Based on the researcher's pre-research, SDN 55 Gedong Tataan is an Elementary School located in a rural area in Pesawaran regency. The teacher taught English based on KTSP English curriculum. Currently, most of students at SDN 55 Gedong Tataan were having some problems in learning English, especially Class IV A. It could

be seen from their scores in English lesson. They are lacked of vocabulary because the teacher rarely uses media in the teaching learning activity. The teacher taught the students based on the book provided by Depdiknas (Department of Education) or commercial book. The teacher did not use her/his creativity in providing appropriate media for teaching learning process. Teaching in elementary school is different from that of in junior high school or senior high school, because the students have unique characteristics as children. English teaching should be delivered in a fun and interesting way. Therefore, the use of appropriate media is very important in their activity.

Based on the background above, the researcher applied realia in teaching vocabulary. It is believed that creating activities using media can keep the meaning of the words in students' mind directly and can stand longer. Therefore, there was a hope that realia can help students to increase their vocabulary achievement.

1.2. Identification of the Problems

Based on the researcher's pre-research, several problems can be identified:

1. The students' vocabulary achievement was still low.
2. The students found difficulties to understand the meaning of words.
3. The students were lack of appropriate teaching media.
4. The students were lack of English vocabularies.
5. The teacher did not use the appropriate media in teaching learning process.
6. They were not familiar with English vocabulary.

7. The students felt afraid or nervous in learning English.

1.3. Limitation of the Problems

Considering the identification of the problems, the research was limited on investigating the following problems:

1. The students' vocabulary achievement was still low.
2. The students were lack of appropriate teaching media.

1.4. Research Question

Based on the explanation of the background above, there was one question formulated, is there any increase of elementary students' achievement in vocabulary after being taught by using realia related to things in the classroom, parts of human body, and fruits?

1.5. Objective

In relation to the problem formulated above, the objective of the research was to find out whether the use of realia related to things in the classroom, parts of human body, and fruits could increase elementary students' achievement in vocabulary.

1.6. Uses

The researcher hoped that this research can be used theoretically and practically, especially as follows:

1. Theoretically
 - a. This research might be useful to support the theory of Drinkwater (2008) who says that teaching English to young learners through realia helps the learners to connect between words and objects.
 - b. As a reference for the next researchers who will take children as the subject in their research.
 - c. This study might contribute the development of teaching vocabulary.
2. Practically
 - a. This research might be useful for English teachers as a reference to find alternative media when teaching vocabulary for elementary students.
 - b. The result can be use as reflection for the English teachers.

1.7. Scope

This research was focused on the implementation of realia to increase elementary students' vocabulary achievement. The materials were taken from an English handbook for the fourth grade of Elementary School. In this research, the researcher focused on concrete nouns in terms of things in the classroom, parts of human body, and fruits. These words were presented in simple sentences. This research was conducted at the fourth grade students of SDN 55 Gedong Tataan in the second semester of 2015/2016 academic year.

1.8. Definition of Terms

In order to specify the topic of the research, the researcher provided some definitions of the terms related to the research. These were the definitions of some terms which are related to the research:

- a. Vocabulary is a list or set of words for a particular language or a list or set of word that individual speaker of language might use (Hatch and Brown, 1995).
- b. Teaching vocabulary is a process to make the students understand the meaning of word in different language and use it in appropriate context by using some kind of techniques (Nation, 1990).
- c. Realia are actual object or items which are brought into a classroom as example or as aids to be talked or written about (Gower et al, 1995:212).
- d. Implementation is the carrying out, execution, or practice of a plan, a method, or any design, idea, model, specification, standard or policy for doing something, in this research, implementation of teaching vocabulary through realia.
- e. The increasing is the difference of score (achievement) between pre-test and post test after treatment using realia as the media.

II. LITERATURE REVIEW

This chapter divides into two major sections: review of previous researches and review of related literature, as elaborate in the following section.

2.1. Review of Previous Researches

There have been several studies dealing with teaching vocabulary for young learners or children. Firstly, Ulfa (2010) conducted a study on students of Elementary School grade three of SDN Talun 02 Blitar. She investigated the effectiveness of realia for teaching English vocabulary related to kinds of kitchen set and kinds of animal using a set of toys or the imitative things. The results showed that realia were good media for teaching vocabulary to the third grade students of elementary school.

Secondly, Afdiyani (2013) conducted a study about teaching vocabulary to the seventh grade students of SMP Negeri 3 Bumiayu. She investigated the effectiveness of realia in teaching English vocabulary related to things in the classroom, stationary, parts of body, and telling time. The findings showed that realia were effective media for teaching vocabulary to the first year of junior high school.

Thirdly, Orilina (2009) conducted research about the use of realia in teaching vocabulary to the third grade students of SD Bentakan I Baki Sukoharjo. The topics of vocabulary were about animal, parts of body, and occupation. The results showed that by using realia the students could recognize the things and remember the names easily, the students were more interested in teaching learning process, the students were not bored during teaching learning activities, and the students became more active in teaching learning process.

Based on the previous research done by Ulfa (2010), Afdiyani (2013), and Orilina (2009) the results showed that realia were good media for teaching vocabulary in terms of kinds of kitchen set (kitchen set toys), kinds of animal (animal set toys), things in the classroom, stationary, parts of body, and telling time. It was also found that there was an increase of students' vocabulary achievement after being taught through realia.

2.2. Review of Related Literature

In relation to this research, there are some literatures reviewed as follows:

2.2.1. Vocabulary

Language is a means of communication that is made up of words to phrase to sentences that convey meaning. Vocabulary is considered as the most important part in learning a language. Wallace (1988:9) states that vocabulary is the vital aspect of language. It means that vocabulary is basic knowledge which should be mastered to communicate well. With a limited vocabulary one has a limited

understanding in terms of listening, reading, speaking, and writing. According to Longman (1987) vocabulary is a list of words, usually in alphabetical order and with explanation of their meanings, less complete than dictionary. It means that we should understand the words in order to make easier in comprehend the meaning of words.

Napa (1991:6) says that vocabulary is one of the language components and that no language exists without words. Through this statement it can be inferred that the more words we learn, the more ideas we could have, so we could communicate the ideas more effectively. Through vocabulary, people can exchange their thought and ideas. In English, vocabulary means every part of speech which was used to construct sentences when people communicate each other.

Fries (1974:45) classifies English vocabulary or words into four groups, they are:

1. Content words

Content words are words that have meaning by themselves in isolation. It includes noun (*book, chair*), verb (*read, sit*), adjective (*new, comfortable*), and adverb (*at school, at home*) that refer to some objects, actions, or characteristics.

2. Function words

Function words are words that express a grammatical or structural relationship with other words in a sentence. Function words include determiners for example, (*the, that*), conjunctions (*and, but*), prepositions (*in, of*), pronouns (*she, they*), auxiliary verbs (*be, have*), modals (*may, could*), and quantifiers (*some, both*).

3. Substitute words

Substitute words are those which represent the individual things or specific action as substitutes for whole form classes of words.

4. Distributed words

Distributed words are words that are distributed in use according to grammatical matter as presence of a negative such as either, too, or, yet.

Vocabulary does not always consist of one word. In English, vocabulary can be more than one word. The word can be formed as a phrase such as noun phrase, adjective phrase, or prepositional phrase. Thus, vocabulary is a set of word that is used to make communication among people that contains useful ideas, information, and meaning. The teacher should use simple vocabularies that can be easily understood by students (Department of Education, 2006).

2.2.2. Content Words

Content words are one of group in English vocabulary or words. Based on words classification by Fries (1974:45), content words represent the name of subject or things, that is called noun (table, chair, cupboard), action done by with these things, that is called verb (wash, eat, go), the qualities of these things, that is adjective (small, pretty, long), and the word that adds more information about place, time, manner, that is called adverb (morning, at school). Therefore, Macfayden (2007:1-21), as quoted by Wibowo (2012), also divides content words into some categories: noun, verb, adjective, and adverb.

a. Noun

Noun refers to a person, a place, and a thing, such as doctor, yard, and book. For example, I bring a *book*.

b. Verb

Verb is a word that expresses an action, an event, for example eat, go, and buy. For example, my mother *buys* a bag.

c. Adjective

Adjective is a word that describes a person or thing, for example beautiful, big, and sweet. For example, she is a *beautiful* girl.

d. Adverb

Adverb is a word that changes or simplifies the meaning of verb, adjective, other adverb, clause, or sentence expressing the manner, place, time, or degree. Adverbs are words like slowly, now, soon, and yesterday. For example, he went to Jakarta *yesterday*.

In this research, the researcher focused on noun because the fourth grade students of elementary school or young learners found it easier to learn about things.

2.2.3. Types of Noun

Noun is the part of speech or word class that is used to name or identify a person, place, thing, quality or action. Lestari (2012) quotes from Crystal (1995:206) as suggesting that noun can be classified into nine types, adjectival noun, animate noun, collective noun, compound noun, concrete noun, abstract noun, countable

noun, uncountable noun, and proper noun. However, Frank (1972:6) as quoted by Risdanti (2015) says that noun can be classified into six types:

1. Concrete noun is a noun that names anything (or anyone) that can be perceived through physical sense. Concrete noun (*book*) such as in *There is a book on the table.*
2. Abstract noun is usually the name of quality, state, or action.
 - a. Quality, for example: *goodness, kindness, darkness, brightness, etc.*
 - b. State, for example: *youth, freedom, poverty, health, death, life, etc.*
 - c. Action, for example: *movement, judgment, struggle, fight, etc.*
3. Proper noun is the name of some particular person, place, or thing. A proper noun always begins with a capital letter, such as: *Mr. Brown, Jakarta*. Such as in: 1) *Mr. Brown is an English lecturer in my college,* 2) *Jakarta is the capital city of Indonesia.*
4. Countable noun is a noun with both a singular or plural form, and it names anything (or anyone) that can count. For example: *chair* and *book*. Such as in: 1) *There are two chairs in this room,* 2) *She borrows three books from her friend.*
5. Non countable noun is a noun which does not have a plural form and which refers to something that could not count as usual. A non-countable noun always takes a singular verb in sentence. The example of non countable noun are *sugar* and *sand*. Such as in 1) *I need some sugar for a cup of my coffee,* 2) *He makes a sand palace in the beach.*
6. Collective noun is the name of group of person, things, or animals taken together and spoken of as one whole. The examples of collective nouns are

committee, class, etc. Such as in 1) *The school committee held a meeting today,* 2) *That class is very noisy.*

From the explanation above, the researcher conducted the research dealing with concrete noun in terms of things in the classroom, parts of human body, and fruits through realia. The fourth grade students or children tend to learn something real or the real thing. Therefore, it was appropriate for them since they will easily understand new words related to things around them.

2.2.4. Teaching English at Elementary School

The learners of elementary school are children, especially in the fourth grade. They are nine to ten years old and they are called beginners. Teaching English to young learners need very much understanding of the characteristics of the learners, become skillful in managing the classroom and a good ability in the language itself. Young learners are very special; they are in their period to get the ability in a second language. There is a golden age for learning a language. According to Scott and Lisbeth (1990) the general characteristics of children who have age seven to twelve are:

1. their basic concepts are formed;
2. they can tell the difference between fact and fiction;
3. they ask questions all the time;
4. they rely on the spoken word as well the physical world to convey and understand meaning;
5. they are able to make some decision about their own learning;

6. they have definite views about what they like and do not like to do; and
7. they are able to work with others and learn from others.

In teaching English as a foreign language to young learners, teachers are expected to have thorough understanding of young learners' development, needs, and characteristics. It needs a skillful teacher to be involved in the teaching learning process. There are three assumptions of a skillful teacher as stated by Brookfield (2006:17):

1. use whatever helps students learn,
2. adopt a critically reflective stance towards their practice, and
3. do a constant awareness of how students are experiencing their learning and perceiving teachers' actions.

In relation to Brookfield (2006:17) the teacher must have good media to teach the learners. The teacher must use his/her creativity in providing appropriate media for teaching learning process. Teaching in elementary school is different from that of in junior high school or senior high school because the students have unique characteristics as children. Therefore, English teaching should be delivered in a fun and interesting way.

2.2.5. Teaching Vocabulary

Teaching vocabulary is making and helping someone to understand and use in appropriate words in written and spoken language. Brown (1987:7) states that teaching is showing and helping someone to learn how to do something. Relating to teaching vocabulary, the teacher provides vocabulary that can make the

students grasp the meaning of the language in both written and spoken forms. Vocabulary should be learned and skills should be practiced.

Mastering vocabulary means having ability in understanding the meaning and the ways of using them in context. Teaching vocabulary is a process to make the students understand the meaning of word in different language and use it in appropriate context by using some kinds of media. When the teacher teaches vocabulary he or she should make the students understand not only the meaning of vocabulary itself, but also how to use it in appropriate sentences.

2.2.6. Characteristics of Young Learners

Young learners have characteristics in learning that are different from adults. Children learn something from concrete things including in learning English as foreign language. They learn vocabulary by saying word by word. In their stage, the vocabulary lesson usually includes words for person and thing around the children such as *boys, girl, head, hand, pencil, book, window, door*, etc. As stated by Allen (1993) “it is easy to see why the first lesson should be introduce such words because the meaning can easily be made clear because students can see while they are hearing the foreign names for them. This is important because success in learning often depends on the number of senses which are used in learning process”. In short, the principle of learning is “here and now”.

The children or young learners are learned about something they can see, hear, touch, and smell and tell about what happens now. They understand and receive

concrete things easier than those of abstract. Slavin (1997:88) states that most children in Elementary School are at the concrete operation stages of cognitive development and therefore lack the ability to think in abstractions. Jean Piaget in Slavin (1997) proposes a theory about cognitive development of children. In this theory, Piaget gives opinion that all children pass through a series of stages of cognitive development. The four stages namely:

a) The sensorimotor period

The sensorimotor period extends from birth to about 2 year olds. The cognitive development of infant and toddlers comes mainly through their use of their bodies and their senses as they explore the experience.

b) The preoperational period

The preoperational period extends from 2-7 years old. Preoperational period refers to a child who has begun to use symbols (such as language) but it is not yet capable of mentally manipulating them.

c) Concrete Operational Period

The concrete operational period extends from 7-10 years old. In this stage children overcome the limitation of preoperational thinking and accomplish true mental operations.

d) The Formal Operational Period

The formal operation period during the beginnings of logical, abstract thinking appear, commence at about 11 or 12 years old. During this period, youngsters demonstrate an ability to reason realistically about the future and to consider possibilities that they actually doubt. Children in this stage, they begin to look for

relations, separate the real from the possible, they test their mental solutions to problems and they feel comfortable with verbal statements.

Children in the fourth grade of elementary school are about 9 to 10 years old. They include in concrete operational stage and considered as beginner learner. As stated above, children in beginning level learn about something in here and now. Therefore, most of the learning materials for fourth grade of elementary school are about something around the children. Teaching English for children need certain way. Appropriate teaching technique or media were necessary to make the teaching and learning process effective. Besides that, the teacher must know the learning characteristics of the students, so the teacher could implement the appropriate technique or media to teach the students.

2.2.7. Strategies in Teaching Vocabulary for Young Learners

There many strategies can be used by a teacher in teaching vocabulary to young learners. A good way or strategies might help the students get easier in comprehending the words. Manandhar (2009:1) states that there are some strategies of teaching vocabulary to young learners. They are as follows:

1. Using Realia

Realia refers to real objects or things. Generally, any objects of things can be carried out into school to represent the meaning.

2. Using Matchstick Figure

Matchstick figure is known as pinmen. It refers to simple sketch rather than a real picture drawn in fully artistic manner.

3. Using Picture

Picture relates to the object that cannot be brought easily into the classroom, so unavailable object in the locality can be represented by using picture.

4. Using Synonyms

Synonyms mean words that refer to more or less the same meaning of thing.

5. Using Antonyms

Antonyms refer to the opposite meaning of a specific object or thing. Mastering it will help learners to know new vocabulary.

6. Using Translation

It is easy and quick process to present the meaning of words. This process can be used when there is no easy alternative way to present the meaning.

7. Using Definition

Some words especially in advanced level can be taught by giving their meanings.

8. Using Demonstration

Demonstration refers to the actions done by a teacher.

9. Presenting Lexical Set or Enumeration

Sets of related words can be presented to refer to the meaning of the cover term as well as to the words involved in the same group.

10. Using Games

Games help to avoid monotonous in the teaching learning process. There are many games can be applied by a teacher such as cross word puzzle, guessing, and so on.

11. Using Audio

Many words can be more easily presented by a tape recording.

Teaching vocabulary to young learners might be less effective if the teacher cannot match the way or technique. Good technique or media might make the students interested in learning vocabulary and easier to remember the meaning. The fourth grade students of elementary school are called as young learners. The teacher should find good strategies for teaching them in order to make them understand the words. Regarding to the eleven strategies of teaching vocabulary to young learners above, the researcher is interested in teaching vocabulary through realia. The use of realia might make them easier to learn and understand the meaning of words because they can see and touch the real objects.

2.2.8. Media in Teaching Vocabulary

As a foreign language which was not used in everyday life in society, in Indonesian context, English is regarded difficult to learn. The teacher must have a good way in order to minimize the difficulty in the teaching learning process. Good media in teaching make the students interested in learning. As Gerlach (1980:241) states that media are any person, material, or event that establish conditions which enable the learner to acquire knowledge, skills, and attitudes. It meant that media are the tool to facilitate the learners in the teaching learning activities. Media in a process of teaching is not a new thing for the teacher. Most of the teachers use media to help them give particular information to the students.

Arsyad (2011:4) says that media is a component of learning resource or physical vehicle that contains instructional materials on students' environment that can

stimulate students to learn. It meant that by using appropriate media the students were not bored with the situation in the classroom.

According to Sunyoto (2007:102) there are three kinds of media:

1. Visual media is media that can be seen and touched by students for example picture, photo, map, flash card, and realia.
2. Audio media is media that contain recorded text to listen, for example radio and cassette recorder.
3. Audio visual media is media that can be seen, touched, and listened, for example TV, film, etc.

The children tend to learn something real. Therefore, realia were good media for teach them. By using realia as visual media they might be easier to comprehend English vocabulary.

Wright, as quoted by Sunyoto (2007), says that there are five criteria of media which are used by teacher in the classroom; easy to prepare, easy to organize, interesting, meaningful and authentic, and sufficient amount of the language. Teaching vocabulary might be effective if the teacher could match the media. Good media might make the students interested in learning vocabulary and easier to remember the meaning.

2.2.9. Realia

Realia refer to certain real-life objects. Berwald (1987) states that realia are not only a series of artifacts that describe the customs and traditions of a culture, but

they are also a set of teaching aids that facilitate the simulation of experience in the target culture. Realia provide language learners with multi-sensory impressions of the language.

In library classification systems, realia are objects such as coins, tools, and textiles that do not easily fit into the orderly categories of printed material or naturally occurring (samples, etc.), usually borrowed, purchased, or received as donation by teacher, library, or museum for use in classroom instruction or in exhibits. In Education, realia are objects from real life used in classroom instruction. Ulfa (2010) found that there are two kinds of things which can be brought into classroom as realia, those are the real thing (original thing) and imitative thing.

a. Real thing (original thing)

Real thing is original things, not copied in fact that can be seen or touched. There are many kinds of real things which can be used as realia, for example, the things that are already in the classroom (book, bag, pencil, blackboard/whiteboard, ruler, and eraser), the small things of house that can be brought into classroom (magazine, newspaper, ashtray, and watch), there are also many kinds of real life that can be brought into classroom such as flowers, vegetables, and some of small animals. Teacher could also use human being as realia to present some of parts of human body.

b. Imitative thing

There are many kinds of imitative things which can be brought into classroom as substitute for the original things, such as doll, box, globe, transportation toys (car, scooter, train, bicycle, ambulance, plane, and ship), fruit toys (orange, apple,

cashew, banana, and mangosteen), vegetable toys (chili, eggplant, papaya, and carrot), animal toys (horse, lion, elephant, frog, deer, and buffalo), and kitchen set toys (stove, frying pan, knife, and plate). Those things are plastic and wooden made, so they are safe for children and also they can be used as media for several times.

In this research, the researcher used the real things related to things in the classroom, parts of human body, and fruits as realia which can be brought into classroom.

2.2.10. Characteristics of Realia

In choosing appropriate media for teaching students, the teacher should know the characteristics of the media. Bierbaum, as quoted by Wantini (2010), has listed the characteristics of good realia. They are:

- a. related to the real world,
- b. things or something around the children,
- c. usually more portable and accessible than the whole environment they present,
- d. often inexpensive and readily obtained,
- e. almost infinitely various,
- f. versatile, and may fill several learning objectives or educational recreational needs,
- g. often meaningful without language,
- h. can be touched, manipulated and observed,

- i. combine elements of instruction and recreational and appeal to the cognitive and affective domains, and
- j. may lead from the general to the particular or the reverse.

Using realia in teaching vocabulary enables students to involve in direct experience. Students could see, smell and touch the objects at the same times as hearing the new words. It helped students to internalize the material easier.

2.2.11. Realia in Teaching Vocabulary

Teaching vocabulary by using realia help students acquire new vocabulary in practical way, the students might find it easy to understand the meaning of the words and make the learning experience more memorable for the learners, for example if we were going to teach vocabulary about kind of fruits and vegetables it could be much more effective for students when they can touch, smell, and see the objects at the same time as hearing the new word. In this research, the researcher used things in the classroom, parts of human body, and fruits as realia or the real things. By using realia the teacher may have an interesting way in teaching vocabulary such as shiny, glossy, gleaming, sparking, etc., which does not rely on dictionaries. In this relation, Afdiyani (2013) points out that realia are effective media that can be used by teacher in teaching vocabulary for the students at the first year of junior high school because the students can see the real objects.

It can inferred that by using realia, students could use all of their senses, eyes, ear, and hand so their understanding did not only come from the explanation but also

come from what they see and they have a chance to touch and interact with them.

Finally, realia were effective media in teaching English vocabulary.

2.2.12. Procedure of Using Realia in Teaching Vocabulary

Teaching English vocabulary through realia can be done by having some procedures. Davies et al., as quoted by Fauziati (2002) inform in detail about teaching procedures through realia. The sequence of activities consists of:

- a. Substitution drilling in which the teacher uses cue words (words, pictures, numbers, names, etc.) to get individual student to mix the examples of the new patterns.
- b. Question-answer drilling in which the teacher gets one student to ask a question and another to answer until most of students in the class have practiced asking and answering the new question form.
- c. Individual imitation in which the teacher asks several individual students to repeat the model the teacher has given in order to check their pronunciation.
- d. Choral imitation in which students all together or in large groups repeat what the teacher said. It works best if the teacher gives a clear instruction like "Repeat," or "Everybody" and hand signals to mark time and stress.
- e. Listening practice in which the teacher obtains his/her students' attention and repeats an example of the patterns or word in isolation clearly, several times, probably saying it slowly at least once (Where...is...the...pen?), separating the words.

- f. Correction, in which the teacher indicates by shaking his/her head, repeating the error, etc., that there is a mistake and invites the student or a different student to correct it. Where possible the teacher does not simply correct the mistake himself/herself. The teacher gets students to correct themselves so they will be encouraged to listen to each other carefully.

The practice or repetition was very important for students in learning vocabulary. It made familiar with the words. Therefore, these six activities must be implemented orderly to achieve the goal in the teaching learning process.

2.2.13. Advantages and Disadvantages of Realia in Teaching Vocabulary

According to Afdiyani (2013) in her research, there are five advantages of realia in teaching vocabulary:

1. Realia can be used at any stage of lessons to help the learners in presenting a new language.
2. Realia does not need any special preparation. It is inexpensive because it is available in our environment.
3. A good realia is not used only once but again and again.
4. Realia will raise the students' interest.
5. Children can use their five human senses.
6. Children can learn in a way that they can be in contact with the natural environment.

Besides that, she has also listed three disadvantages of using realia in teaching vocabulary:

1. Sizes

The teacher could not bring the realia in the class because the size is too large, too long, or too wide. Therefore, it is impossible for the teacher to provide them.

2. Portability

Portability is the accessibility to bring objects to the class. Not all of realia can be brought to the class.

3. Safety

In choosing the realia teacher should take into account whether it is safe or not. For example dangerous objects like wild animals cannot be brought to the class.

Realia were interesting media in teaching learning process. It helped the learners in presenting a new language and available in our environment. Besides that, the teacher should know the characteristics in choosing the thing as realia to make students successfully in learning.

2.2.14. Theoretical Assumption

Based on the theories above, the researcher assumed that vocabulary is very important in language skills, that are listening, reading, speaking, and writing. Therefore, the teacher should have appropriate media in teaching vocabulary for the students of elementary school. It made students easier to understand more about vocabulary. Realia were good media which have a good impact for students

understanding in learning vocabulary because they can use all of their senses, eyes, ear, and hand so their understanding did not only come from the explanation of the teacher.

2.2.15. Hypothesis

Regarding the theories and theoretical assumption above, one hypothesis is stated as follows, there is an increase of elementary students' achievement in learning vocabulary after being taught by using realia related to things in the classroom, parts of human body, and fruits at SDN 55 Gedong Tataan Pesawaran.

III. METHODS

This chapter focused on the research methods which consist of design, subject, instruments, research procedure, try-out of the instrument (validity, reliability, level of difficulty, and discrimination of power), data analysis, and hypothesis testing.

3.1. Design

This study used a quantitative approach. The design of the research was the one-group pretest-post test design, and the formula can be seen as follows:

$$\mathbf{T_1 \ X \ T_2}$$

Notes:

T₁: pre-test for students' vocabulary achievement before treatment is given

T₂: post-test for students' vocabulary achievement after treatment is given.

X: teaching vocabulary through realia

In this research there were two variables including a dependent variable and independent variable. The dependent variable was the media that was used as a treatment in teaching vocabulary for the students. On the other hand, the independent variable was students' score in vocabulary test. The score showed data about students' vocabulary achievement. This research was to find out the

students' vocabulary achievement related to concrete noun in terms of things in the classroom, parts of human body, and fruits after being taught by using realia. Pre-test was administered before the treatments, then, post-test was to know the result of the students' score after being taught using realia.

Before the test was used to collect the data of students' vocabulary achievement, a try-out test was held before all the tests and treatments were given to the students. The aim of the try-out test was to find out the quality of the items of the test that was used in the research.

3.2. Subject

There were two classes of the fourth grade, they were class IV A and class IV B. The subject of this research was class IV A of SDN 55 Gedong Tataan in the second semester of 2015/2016 academic year, because the English teacher said that the students of class IV A had lower scores than those in class IV B in English lesson. The students of grade four had learned about colours, numbers, family, and greetings (good morning, good afternoon, and good evening).

3.3. Instruments

The data of the research were the students' vocabulary score (achievement) related to concrete noun in terms of things in the classroom, parts of human body, and fruits before and after the treatment. The instrument of the research was multiple choice tests, where the researcher gave a pre-test and post-test in order to evaluate and to measure the vocabulary achievement.

a. Pre-test

The pre-test was administered to the students before treatment was implemented. The pre-test was conducted to find out the students' basic vocabulary ability before the students were taught by using realia. Meanwhile, before administering the pre-test the researcher explained the material that would be tested. The test was in the form of multiple choice with four options (A, B, C, and D) and the total number of items was 30. The time allocation was 60 minutes. The result of the pre-test was compared with the post test result to find out their achievement.

b. Post-test

A post-test was administered to the students after the treatment. It consisted of 30 items in the form of multiple choice with four options. The time allocation was 60 minutes. It was done in order to find out the students' vocabulary achievement after having the treatment. The questions or the items in the post-test were the same as the pre-test. However, the researcher changed the question number.

3.4. Research Procedure

In collecting the data, the researcher carried out the following procedures which can be described as follows:

1. Determining Research Problem

The first step was determining which problem that would be investigated.

2. Determining the Subject of the Research

The subject of this research was class IV A of SDN 55 Gedong Tataan in the second semester of 2015/2016 academic year.

3. Selecting the Materials

The researcher conducted research dealing with concrete nouns in terms of things in the classroom, parts of human body, and fruits, because:

- a. all of them are the things around the children, and
- b. the students in the fourth grade of elementary school are the children who are nine-ten years old.

In their ages the children understand more about concrete things than abstract ones. It was easier for them to learn about something that they can really see or touch than the abstract thing because the children tend to learn something real, not something abstract. The materials were selected from an English handbook for the fourth grade of elementary school.

4. Administering the Try-out Test

This test was a multiple choice test. The number of the test items was 50 with four alternative answers for each (A, B, C, D), one as the correct answer and the rest were the distracters. The try-out was conducted in 90 minutes. The aim of the try-out test was to make sure the quality of the test which covers validity, reliability, level of difficulties and discrimination power of the test which were used as the instruments of the research. After the try-out was conducted, 20 items were dropped and the rests were used in the pre-test and post-test.

5. Administering the Pre-test

The pre-test was conducted to find out the students vocabulary achievement before the students were taught by using realia. The test was in the form of multiple choice with 30 items and four alternative answers

for each (A, B, C, D). One of them was the correct answer and the rest were the distracters. The pre-test was conducted in 60 minutes.

6. Conducting the Treatment

After giving the pretest to the students, the researcher conducted the treatment in three meetings; each of the meeting was conducted for 60 minutes.

7. Administering the Post-test

A post-test was conducted to find out the students vocabulary achievement after the students were taught by using realia. The test was in the form of multiple choice with 30 items and four alternative answers for each (A, B, C, D). One of them was the correct answer and the rest were the distracters. The post-test was conducted in 60 minutes.

8. Analyzing the Data

This step was conducted in order to find out the students' vocabulary achievement. The researcher analyzed the data by using Repeated Measure T-Test of SPSS (Statistical Package for Social Science) version 16.0.

3.5. Try-out of the Instrument

In order to get the data which was needed in the research, the researcher tried to use an appropriate instrument to measure the result of the research. A good research is a research on which the instrument is based on validity, reliability, level of difficulty, and discrimination power. So, it was necessary to conduct a try-out of the test. The try-out test was to know the quality of the instruments before they were used in a pre-test and post-test.

3.5.1. Validity

Heaton (1991) states that validity of the test is the extent to which it measures what it is supposed to be measured. Actually, there are five types of validity but the researcher only describes two of the types of validity. They are content and construct validity.

a. Content Validity

Hatch and Farhady (1982) state that content validity is the extend to which the test measures a representative sample of the subject matter content, the focus of the content validity is adequacy of the sample and not simply on the appearance of the test.

Table 3.1 Specification Used to Judge the Content Validity

Concrete Noun	Spread of Item	Sum
Things in the classroom	1, 2, 3, 5, 7, 9, 10, 14, 15, 16, 17, 19, 20, 23, 25, 26, 30, 35	18
Parts of human body	4, 6, 8, 18, 21, 22, 28, 29, 31, 34, 38, 39, 42, 45, 46, 49	16
Fruits	11, 12, 13, 24, 27, 32, 33, 36, 37, 40, 41, 42, 43, 44, 47, 48, 50	16
Total		50

b. Construct Validity

Construct validity is focused on the kind of the test that is used to measure the ability. According to Setiyadi (2006) if the instrument just measures one aspect, for example vocabulary, the construct validity can be measured by evaluating items in the test. If all items have measured vocabulary mastery, this instrument has fulfilled construct validity. The researcher used vocabulary test as the instrument,

moreover all the items in the test measure vocabulary mastery, so it has fulfilled construct validity.

3.5.2. Reliability

Reliability refers to the extent to which the test is consistent in its scores, and it gives an indication of how accurate the score of the test is. Hatch and Farhady (1982:243) state that reliability of the test can be defined as the extent to which a test produces consistent result when administered under similar condition. To measure the coefficient reliability between the first half and the second half items the researcher used the Pearson Product Moment formula as follows:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Notes :

r_{xy} : coefficient of reliability odd and even numbers of item

x : odd number

y : even number

After getting the reliability of half test the researcher used Spearman Brown to determine the reliability of the whole test, as follows:

$$r_k = \frac{2r_{xy}}{1 + r_{xy}}$$

Notes:

r_k : The reliability of the whole class

r_{xy} : The reliability of half class

The criteria of reliability can be seen as follows:

0.90-1.00 : high

0.50-0.89 : moderate

0.0-0.49 : low (Arikunto, 2006:180)

3.5.3. Level of Difficulty

Level of difficulty is used to classify the test items into difficult items and easy ones. The items should not too easy or too difficult for the students. To see the difficulty level of the test items; this research used this following formula:

$$LD = \frac{R}{N}$$

Notes:

LD : level of difficulty

R : the number of students who answer correctly

N : the total number of students following the test

The criteria are:

<0.30 : difficult

0.30-0.70 : average

>0.70 : easy

(Shohamy, 1985:79)

3.5.4. Discrimination Power

The discrimination power (DP) refers to the extent to which the item differentiates between high and low level students on the test. To know the discrimination power of the test, the researcher used the following formula:

$$DP = \frac{U - L}{1/2 N}$$

Notes:

DP : Discrimination Power

U : The total of correct answer of the higher group

L : The total of correct answer of the lower group

N : Total number of students

The criteria are:

DP	: 0.00 – 0.19	Poor
DP	: 0.20 – 0.39	Satisfactory
DP	: 0.40 – 0.69	Good
DP	: 0.70 – 1.00	Excellent
DP	: - (Negative)	Bad items (should be omitted)

The criteria are:

1. If the value is positive discrimination – a large number or more knowledgeable students than poor students get the item correct. If the value is zero, it means that there is no discrimination.
2. If the value is negative, it means that more low students than high level students get the item correct.

3. In general, the higher, the discrimination index, the better. In classroom situation most items should be higher than 0.20 indexes.

(Shohamy, 1985:79)

3.6. Data Analysis

After collecting data by using tests, the researcher analyzed the data in form of score in order to know whether there was an increase of the students' vocabulary achievement by using Repeated Measure T-Test of Statistical Program for Social Science (SPSS) version 16.0. The results of the test were in the forms of score or interval data. The researcher analyzed the students' vocabulary achievement by doing these activities:

- 1) Scoring pre-test and post-test,
- 2) tabulating the score of students' vocabulary test results using Repeated Measure T-Test,
- 3) then, summarizing the finding from the tabulated result of the pre-test and post-test. The researcher used statistical computerization i.e. Repeated Measure T-Test of Statistical Program for Social Science (SPSS) version 16.0 to test whether there was an increase or not.

3.7. Hypothesis Testing

After collecting the data, the researcher analyzed them in order to find out whether the use of realia could increase elementary students' achievement in vocabulary related to things in the classroom, parts of human body, and fruits. Hypothesis testing is intended to see whether the hypothesis that is proposed in

this research is accepted or not, to test the hypothesis, Repeated Measures T-test was conducted at the significant level of 0.05 ($P < 0.05$).

The hypothesis can be seen as follows:

H_0 : There is no increase of students' achievement in learning vocabulary after being taught by using realia.

H_1 : There is an increase of students' achievement in learning vocabulary after being taught by using realia.

V. CONCLUSIONS AND SUGGESTIONS

This final chapter presents the conclusion and suggestion for further researchers who want to conduct similar research.

5.1. Conclusions

In line with the results of the data analysis and discussions, the researcher would like to state the conclusion as follows:

There was an increase of the students' vocabulary achievement related to things in the classroom, parts of human body, and fruits after being taught by using realia. The vocabulary that got the highest increase was parts of human body which was 3.7 (40%), followed by things in the classroom 3.1 (33%), and fruits 2.5 (27%). Realia was applicable to encourage the students to increase their vocabulary achievement. It could be proved from the increase of the students' mean score in the pre-test and post-test. The result of post-test was higher than the result of pre-test. The mean score in the pre-test was 46.67, then it increased in the post-test to 61.24. The gain score between the mean of pre-test and post test was 14.57. Learning process using realia made the students able to understand vocabulary because they could see the real object without imagining it.

5.2. Suggestions

Some suggestions could be listed as follows:

5.2.1. For Teaching

English teacher should select the appropriate media in teaching vocabulary for children. English teacher needs to create good atmosphere in the class so that teaching learning process becomes interesting, easy, and enjoyable. Therefore, it is expected that teaching learning process becomes more effective. One of teaching media that could be implemented by the teacher is realia. The teacher could use realia in teaching English to make the students learn easily in an interesting way. Realia helped the teacher enter the concept of vocabulary because it connects the vocabulary and the object directly. Therefore, it helped the students to find and memorize the meaning of vocabulary easily.

5.2.2. For Further Researches

- a. In this research, the researcher only focused on the increase of students' vocabulary achievement in each topic. Therefore, the researcher recommended for further researchers to find out the increase of the students' vocabulary achievement and the problem faced during teaching learning process.
- b. Since this study involved the fourth grade students of elementary school, further researchers need to consider the students at the other grade of elementary school and junior high school.

- c. Things in the classroom, parts of human body, and fruits were the topics of vocabulary used in this research. Further researchers can use the same topic in other subjects.

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