

TEACHING VOCABULARY USING REALIA AND USING WORD CARD TO THE TENTH GRADE STUDENTS OF MA AL-FAIZIN BANGSRI JEPARA

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ABSTRACT

The aims of this research are: (1) to what extent is the students' vocabulary mastery taught using realia, (2) to what extent is the students' vocabulary mastery taught using word card, and (3) is there any difference in vocabulary mastery between the students taught using realia and those taught using word card.

In this research the writer used *experimental quantitative research*. The population of this research consists of 150 students. The sample of this research class X.1 used realia and class X.2 used word card. The instrument of the research was test.

According to the calculation, the result showed that t-test obtained $> t$ -table. The result obtained 1,84 in significance 5% with $db = 29$. It was consulted into t-table in significance level 0,95, t test (1,84) is higher than ttable (0,95). It means that there is a significant difference between teaching vocabulary using realia and word card of the tenth grade students of MA Al-Faizin Bangsri Jepara. The students taught realia class have big influence than the students taught using word card because using realia made the students more interest and easy to understand in teaching vocabulary mastery process.

Key words: *Realia, Word Card, Teaching Vocabulary*

INTRODUCTION

We use language as a means of communication and interaction in the society. Language is an important thing in human life. Without a language, people will not be able to deliver his idea to someone else. With language, people can communicate among the members of society. Due to

this modern era, people are demanded to able to communicate with other people around the world. Therefore, it is impossible for people to use only their own language to communicate with people around the world because there are many languages used in this world.

Fortunately, there are many international languages used in the international events such as English, German, France, Arabic, etc. In Indonesia, English is taught in Elementary school, Junior high school, Senior high school and university. It is aimed to develop the students ability to absorb and disseminate important information through listening, writing, speaking, reading in English language skill.

English as international language has an important role in international communication among countries in the world. It has proved that English plays a major role in international communication process. Out of foreign language such as Russian, French, Germany, and Chinese. English is the most widely used in politics, business, trade, and diplomatic circle. Therefore, English achievement is a primary term for getting success. Nowadays, English is taught to students as a subject from the elementary school until university. In Elementary school, English is taught as primary content subject. It is in line with the government's program the nine-year basic education. In reality, many students still have poor English

proficiency. It is caused the students not able to master four language skill, that are consist of reading, listening, speaking, and writing. One of elements supporting the language skill is vocabulary. The quality of a person in a language is depends on quality and quantity of his / her vocabulary. If the students have good mastery of vocabulary, they will be potential in mastering a language.

Teaching English as a foreign language is not easy. It is understandable because there are some problems faced by the English teacher. First, the students have different reason to learn English. They learn English because it is a compulsory subject provided by the curriculum. They only want to pass examination. Therefore, the students do not always have innovation to reach the optimal target. Second, the students do not always hear English in their daily life, they just hear English at school.

In Junior High School, for instance, they are required to memorize all the English rules and a lot of vocabulary items. To master vocabulary items, they have to know pronunciation, spelling, meaning, and the use of the words in context. They

have just a little time to learn them, so it is very difficult for them to master the language.

Based on Haryanti (2009:1) in the research "The Use of Real Object and Card in Improving English Vocabulary a Case of the Eighth Grade Students of SMP Negeri 3 Grobogan shows that real object and card can improve students' mastery vocabulary. This continues asks the teachers to improve their technique or method.

In senior high school, the focus of learning English is vocabulary. To make learning vocabulary more interesting, this research will describe

the teaching vocabulary at tenth of the MA Al-Faizin Bangsri Jepara, which is focused on a comparative study between using realia and word card to teaching vocabulary. This study states some research questions; To what extent is the students' vocabulary mastery taught using realia?; To what extent is the students' vocabulary mastery taught using word card?; Is there any difference in vocabulary mastery between the students taught using realia and those taught using word card?

RESEARCH METHODOLOGY

Design of Research

In this research the writer used experimental research. Experiment was carried out in order to explore the strength of relationship between variables. Experimental research had aims to know there was an effect or not of the treatment to the population of the research.

Wiersma (2001: 2) stated that research is essentially an activity, or process, and certain characteristics help define its nature. It is an effort aimed to find out, to develop, and to

examine the truth of science scientifically. In doing the research, the writer applied the experimental research design. According to Creswell (2008:298) experimental design is the traditional approach to conduct quantitative research.

According to Louis (2007:501) quantitative research is a powerful research form, emanating in part from positivist tradition. It is often associated with large scale research, but can also serve smaller scale

investigations, with case studies, action research, correlation research and experiment.

After conducting the test, the writer gave score of test. The writer scored 1 (one) to each students correct answer and 0 (zero) to each student's wrong answers, so the maximum score was be 10, so that the highest score of student who answer all of the test items is 100.

Subjects of the Research

a. Population

In this study, the writer chose tenth grade students of MA Al-Faizin Bangsri Jepara in academic year 2013/2014.

b. Questionnaire

In this research, the questionnaire was used to describe the students' perception of the teacher using realia versus word card. There were 30 item that was divided for two classes. 15 items was for the first class and 15 items for the second class.

b. Sample

They were class X.1 used realia and the second class was X.2 used word card. The classes were an experimental group. The first class was X.1 which consists of 30 students. The second class was X.2 which consists of 30 students. Thus, total sample for this study was 60 students.

Data Analysis

Test of hypothesis was to know is there any correlation between student's attitude and their achievement. Test hypothesis was mean to prove the hypothesis by analyzing or calculating data using a certain formula or rule. The data in this study was calculated the data using t-test formula. The result of the calculating was called by t-ratio. After getting t-ratio, the next step was consult it with-table where $N = (n_1 + n_2) - 2$ significant level of 5%.

Instrument of the Research

a. Test

To collect the data, the researcher chose essay test as the instrument of this study. The total number of test are 10 items, the students should finish test within 40 minutes.

RESEARCH FINDINGS

Based on the result of the calculation about the using realia and using word card used to teaching vocabulary, the writer got results as follows:

The average score of the students' achievement who were taught using realia was 84,33. It can be categorized in excellent level. There was 2 students (6,67%) got excellent grade, 10 students (33,33%) got very good grade, 17 students (56,67%) got good grade, and 1 students (5%) got fair grade. It means that 96,67% of total number of the students has good mastery vocabulary after being taught using realia.

The using realia are widely used in teaching and learning process. They can be obtained so readily and in expensively. They occupy a prominent place in the group of materials and easily prepared by teachers.

According to Celce-Murcia and Hilles (2000:20) a realia can be used in various configurations to give chance in learning and practice. When foreign

words cannot be understood, realia may tell the story. From the definition above, it is concluded that realia is one of the media of communication which can show people, places and things that are far from us.

To help students understand the meaning of word, we often find that a picture is useful if it is big enough to be seen by all numbers of the class. But realia are better than pictures whenever we have them in the classroom. When there are real things like windows, doors, walls, floor, desks, and clocks in the classroom, it is foolish not to use them in our teaching.

The average score of the students' achievement who were taught using word card was 79. It can be categorized in good level. There was 8 students (26,67%) got very good grade, 15 students (50%) got good grade, 4 students (13,33%) got fair grade, 2 students (6,67%) got poor, and 1 student (3,33%) got very poor. It means that 76,67% of total number of the students has good mastery vocabulary after being taught using word card.

Word card have various sizes according to the text show. Basically they are of a size which is easy to teacher to handle and to be shown to the students. Text, line, tone a color of word card may be printed or drawing by the teacher. As a medium word card give considerable teacher's control. The teacher can prepare exactly that he wants and can also show the material in separately or with other visuals when he chooses. The cards must be strong enough, cards not be bend and flop. The size and shape of word card are excellent for speedy and stimulating work.

By text, word card mean collection for cards with text on them, text of everyday object rare object, people doing different jobs, illustrating different verbs and so on. The text should be both large enough to be hold

In term of teaching English, word card as visual and can be effectively used to help and to teach pronunciation, vocabulary pattern. In teaching vocabulary, action pictures can be used to drill certain basis pattern of English. Such drill system is assumed to be better than the verbal statements with the secondary experience is expressed in

the picture. In teaching vocabulary, word card can used to provide "secondary experience", for example a picture of "book" it will be perceive by the students and they create it in a good sentence.

According the value of the using realia is 84,33% and the using word card is 79%, the using realia efficient for measuring students' teaching vocabulary.

According t-test, the result showed that $t_{\text{test}} > t_{\text{table}}$. The result obtained 1,84 in significance 5% with $df = 29$. It was consulted into t-table in significance level 0,95 (2,045). The result of the t-test was higher than the t-table. It mean that there is a significant difference between teaching vocabulary using realia and word card of the tenth grade students of MA Al-Faizin Bangsri Jepara.

The student's perception of the teacher using realia versus word card can be seen from the student's questionnaire that the students who were using taught realia class have big influence than the students taught using word card because using realia made the students more interest and

easy to understand in teaching vocabulary mastery process.

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