



The Effect of Realia (Real Object) Media on Students' Vocabulary Skill at MIS Hikmatul Salridho

Nurul Annisa Khaidir¹, Yulia Sari Harahap²

^{1,2} Universitas Muslim Nusantara AL-Washliyah Medan, Indonesia

Corresponding Author : ✉ nurulannisakhaidir@umnaw.ac.id

ABSTRACT

The objective of the research is to know whether the effect of use Realia Media on students vocabulary knowledge at the fourth grade of elementary at HikmatulSalridho. Based on the statement above, this research used experimental design of collecting data, the class that will be tested is divided into two classes, class A and class B, class A as control class and class B as Experimental class. The experimental group is the group that will be a measured of whether the test is successful or not using realia media, while the control group is considered without using realia media. Based on the statement beside, the researcher choose the population of class IV students at Hikmatul Salridho School. Where, the first class was students of class IV - A (as experimental groups) and IV - B (as control group) of the MIS Hikmatul Salridho School. After analyzing the results of the research, the researcher obtained data about the scores of the teaching and learning process using Realia Media. The researcher concluded that there was any significant effect of applying was proved by the results of the pre-test scores before giving the treatment. And it can be seen that the results of the statistical calculations above where the value of (to) is higher than (tt). The researcher also found there were some difficulties in students' vocabulary by applying Realia Media, especially in remember the vocabulary. The Realia Media are very interested to be implemented to improve vocabullary skills. The researcher found that there is always improvement in the learning. It's mean that the implementation of Realia Media to improve students' vocabulary skills can make students more actived, motivated, and interested. From the explanation above, it means that teaching learning process by using Realia Media can improve students' ability in English vocabulary skill.

Keywords

Realia Media, Students' Ability in English Vocabulary Skill.



This work is licensed under a
[Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)

INTRODUCTION

English is the language of the world or international language which has been used as a second language in various countries and there are also several countries that make English as the main language. That's why many people study English, not only in education, but also in daily life. So that we or they can use English as a tool of communication.

There are several schools has been implemented bilingual system, it has bilingual system in their school. And usually school like the middle to upper class. However, it is rare for the students in that school who can feel that they can communicate using foreign language so fluently that they do not even know much of English vocabulary.

Vocabulary is the first thing that should be taught to the students because without enough vocabulary they will learn nothing. The students need to have the wide range of vocabulary. So, in the world of education the first thing that must be taught is about vocabulary because without sufficient vocabulary they will not learn anything. Students need to have a diverse vocabulary to learn English language skill.

Based on these statement above, beside helping students to study about vocabulary, realia also helps to increase the sensory experience of the student and the student feel happy to study English. The realia media used are real object such as vocabulary of fruits, will be used real fruits and vocabulary of vegetable will be used real vegetables. 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 student's.

At MIS Hikmatul Salridho the researcher found much of the students had many problems in mastery English. They had limited vocabulary to comprehend the meaning of a text, they did not know the context of word use in text, they are cannot recognize the meaning of each word, they were not able to hear the English words from speakers, they could not compose their writing task successfully and they get difficulties to state some sentences in English.

RESEARCH METHOD

This research will be designed by using quantitative method. It meant that the researcher accumulated the data which got from the research also focus to the quantity of variables, they were vocabulary and realia media. Based on the statement above, this research used experimental design of collecting data, the class that will be tested is divided into two classes, class A and class B, class A as control class and class B as Experimental class. The experimental group is the group that will be a measured of whether the test is successful or not using realia media, while the control group is considered without using realia media. This design will be applied to investigate the effect of using realia media on students' achievement in vocabulary.

Based on the statement beside, the researcher choose the population of class IV students at Hikmatul Salridho School. Where, the first class was students of class IV - A (as experimental groups) and IV - B (as control group) of the MIS Hikmatul Salridho School. The researcher collected the data by conducting the test. The instrument of collecting the data are designed into four steps : Pre-test, treatment, post-test, and scoring the-test.

RESEARCH AND DISCUSSION

Results

The test is taken from a written exam in the form of multiple choice that has been given to students. In this case, the researcher obtained student scores after applying the post-test to the experimental and control groups. The results of the pre-test and post-test of the two groups can be seen in the following table:

Table 1.

Result of Pre-Test and Post-Test of the Experimental Group

| No | Initial Name | Pre-test | Post-test |
|----|--------------|----------|-----------|
| 1 | API | 65 | 75 |
| 2 | AM | 75 | 85 |
| 3 | AH | 60 | 75 |
| 4 | BRR | 70 | 90 |
| 5 | BS | 75 | 85 |
| 6 | CS | 55 | 85 |
| 7 | DA | 60 | 80 |
| 8 | DZS | 65 | 80 |
| 9 | FS | 80 | 90 |
| 10 | FM | 70 | 90 |
| 11 | GP | 65 | 85 |
| 12 | GP | 70 | 90 |
| 13 | HDA | 55 | 75 |
| 14 | KBO | 70 | 90 |
| 15 | LU | 65 | 85 |
| 16 | MAP | 75 | 85 |
| 17 | MM | 60 | 80 |
| 18 | MAM | 75 | 85 |
| 19 | MAN | 80 | 90 |
| 20 | NAS | 65 | 85 |
| 21 | NH | 70 | 90 |
| 22 | NP | 80 | 90 |

| | | | |
|--------------|------|--------------|--------------|
| 23 | PA | 65 | 85 |
| 24 | PS | 55 | 75 |
| 25 | RDP | 55 | 80 |
| 26 | RAS | 75 | 85 |
| 27 | SPL | 80 | 90 |
| 28 | WTR | 70 | 90 |
| 29 | ZCAS | 65 | 85 |
| 30 | ZW | 75 | 90 |
| TOTAL | | 2.045 | 2.545 |
| MEAN | | 69 | 85 |

From the table 1, it showed that in the experimental group the lowest score for the pre-test was 50 and the highest score was 80. In the other hand, in the post-test the lowest score was 75 and the highest score was 90. In this case, the student's vocabulary test calculated based on the assessment of the oral test.

Table 2.

Result of Pre-test and Post-test of the Control group

| No | Initial Name | Pre-test | Post-test |
|----|--------------|----------|-----------|
| 1 | GP | 65 | 70 |
| 2 | HS | 75 | 80 |
| 3 | MD | 55 | 70 |
| 4 | MI | 60 | 80 |
| 5 | MR | 65 | 80 |
| 6 | MUA | 65 | 70 |
| 7 | MUF | 60 | 75 |
| 8 | MUR | 55 | 85 |
| 9 | MZ | 65 | 85 |
| 10 | MH | 75 | 85 |
| 11 | NS | 55 | 80 |
| 12 | PH | 70 | 80 |
| 13 | RA | 55 | 70 |
| 14 | RN | 55 | 70 |
| 15 | RJ | 55 | 75 |
| 16 | RN | 60 | 70 |
| 17 | RS | 60 | 75 |
| 18 | RE | 65 | 75 |
| 19 | REV | 75 | 85 |
| 20 | RIZ | 60 | 70 |

| | | | |
|--------------|----|--------------|--------------|
| 21 | RO | 65 | 75 |
| 22 | SN | 70 | 85 |
| 23 | SR | 75 | 85 |
| 24 | SY | 60 | 80 |
| 25 | VA | 65 | 75 |
| 26 | VE | 75 | 80 |
| 27 | VR | 60 | 75 |
| 28 | WA | 60 | 75 |
| 29 | YA | 65 | 85 |
| 30 | YD | 55 | 70 |
| TOTAL | | 1.900 | 2.315 |
| MEAN | | 63 | 77 |

From table 2, this shows that in the control group the lowest score for the pre-test is 55 and the highest score is 75. While in the post-test the lowest score is 70 and the highest score is 85. After getting students on the pre-test and post-test scores -Test the control group, it was seen that there were differences in students' understanding abilities after receiving treatment.

DISCUSSION

From the result of the control group obtained in the pre-test scores, it was found that the lowest score was 55 and the highest score was 80. The lowest for post-test was 75 and the highest was 90. The lowest score for pre-test of Control Group was 55 and the highest was 75. The lowest for post-test was 70 and the highest was 85.

After adapting the data into the t-test formula, the visible t-value was 2,35 and the t-observed is used as the basis for calculating t-criticism. The mean score of the Experimental Group was 17 and the mean for the Control Group was 13,5. At a certain degree of freedom (df), in this research df 58 ($N_x + N_y - 2$). The observed results are compared with the t-observation with t-table ($2.35 > 2.00$) so that the hypothesis that has the null hypothesis has been successfully rejected. As a result, the increase in students' ability in terms of increase their vocabulary by applying Realia Media is getting higher.

CONCLUSIONS

The researcher concluded that there was any significant effect of applying was proved by the results of the pre-test scores before giving the treatment. And it can be seen that the results of the statistical calculations above where the value of (t_o) is higher than (t_t). The researcher also found there were some difficulties

in students' vocabulary by applying Realia Media, especially in remember the vocabulary. The Realia Media are very interested to be implemented to improve vocabullary skills. The researcher found that there is always improvement in the learning. It's mean that the implementation of Realia Media to improve students' vocabulary skills can make students more actived, motivated, and interested. From the explanation above, it means that teaching learning process by using Realia Media can improve students' ability in English vocabulary skill.

REFERENCES

- Aarts, Bas and Friends. 2014. *The Oxford Dictionary of English Grammar*. London: Oxford University Press.
- Arikunto, Suharismi. 2006. *Prosedur Penelitian Suatu Pendekatan Praktek*. Edisi Revisi V. Jakarta: Rineka Cipta.
- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta Rineka Cipta
- David Nunan, *Second Language Teaching And Learning*, (Boston: Heinle and Heinle), 1999. P.98
- Eli Sadora, Private Interview to English Teacher in SDIT Bunayya, (Padangsidimpuan: SDIT Bunayya Padang Sidimpuan on Saturday November 19th 2016 at 09.00 a.m)
- Fadilah, Private Interview to Student at IV grade of SDIT Bunayya, (Padangsidimpuan: SDIT Bunayya Padangsidimpuan on Tuesday Agustus 22th 2017 at 10.18 a.m)
- Fadillah, Sulvi Maulidha. 2015. *The Influence of Using Realia on the Students' Vocabulary Mastery At Junior High School*. Department Of English Education Faculty Of Tarbiyah And Teachers' Training Syarif Hidayatullah State Islamic University Jakarta.