Enriching Students's Vocabulary Using Realia of Seventh Grade Students of SMPN 38 Palembang

Alfiah Nur Annisa[1], Nike Angraini[2], Badriyah Ulfah[3]
[1,2,3]Universitas Indo Global Mandiri Palembang
E-mail: alfiah260517@gmail.com[1]

Abstract: In English language teaching, vocabulary is included in the four-integrated language skills. One of the media that can be used and is able to increase student interest in learning vocabulary is by using realia. Thus, this study tried to figure out the effectiveness of realia to enrich students' vocabulary. In conducting this research, the researcher used quantitative methods by using two classes with the name experimental class and control class consisting of 68 students. Pre-test and Post-test were given in both classes, the experimental class was given treatment before the researcher conducted the Post-test, and the control class was not given any treatment. In analyzing the data, the results showed that the experimental class students' vocabulary mastery increased as indicated by the pre-test and post1test scores. It means that the t-obtain is bigger than t-table (14,723 > 2,034) and the value of Sig. (2-tailed) was 0.000 < 0.05, then null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. It means that there was any significant enrichment of students' vocabulary being taught by using realia. In addition, the use of realia is suggested for teachers as a media in teaching students' vocabulary.

INTRODUCTION

Vocabulary is an important aspect of English language skills because it is the basics of speaking, reading, listening and writing skills. According to Blasco (2015), there is widespread agreement that vocabulary should be taught initially in language acquisition to make subsequent teaching and learning processes easier. By possessing a lot of vocabularies, students will find it easier to learn English both in listening, speaking, reading, or writing. According to Thornbury (2002), without grammar very little can be conveyed, without vocabulary nothing can be conveyed. So, it can be concluded that if students are not able to master grammar, these students are still able to speak or communicate because what they say can still be understood by others even though the grammar is messy. Meanwhile, if students are not able to have a lot of vocabulary or have no vocabulary at all, then these students will have difficulty communicating

or speaking and students can have difficulty learning English and mastering the four integrated language skills.

Teaching vocabulary should be the main thing in learning English because vocabulary is very important. The reason why vocabulary is important is that vocabulary is the main tool for communication. Furthermore, if students have a lot of vocabulary then they will be able to easily master the four integrated skills. According to Kweldju (2005), vocabulary is central to language and of critical importance to typical language learners. Without a sufficient vocabulary, one cannot communicate effectively or express his ideas in both oral and written form. So, from this opinion it can be concluded that vocabulary is the most important part of the language, it is the most important part of the language because to be able to speak and understand the target language someone must have vocabulary and it is also an important component in communicating and improving writing skills in the target language.

Vocabulary is a basic competency that must be learned in elementary or junior high school because at that age the student was faster at remembering what was learned, so the student had to expand the vocabulary at an early age to make it easier for the student to learn English and help them to develop four integrated language skills easily. According to Renandya (2018), students need 3,000 to 5,000 thousand words in order to be able to read un-simplified texts with sufficient comprehension. In Indonesia, some studies have been conducted to figure out the number of vocabulary possessed by Indonesian students in general, the study was conducted by Kurniawan (2017) to assess the vocabulary size possessed by students. The result of the study showed that on average the students had 1400 words. The results of this study revealed that the vocabulary known by the students was still below the threshold that is suggested by the vocabulary scholars, this is because students face difficulties in understanding written and oral texts.

Before conducting the research, the researcher had conducted interviews with the teacher at the SMPN 38 Palembang (T. Risata, personal communication, December 21, 2021) stated that there were some problems experience by students in learning vocabulary, the first thing was caused by too many vocabularies that must be learned and remembered which makes students often lazy in learning vocabulary and the second was an uninteresting learning process that makes students feel bored in learning vocabulary. Based on the researcher experience in English Language Teaching at SMPN 38 Palembang it was found that some problems that occurred in this school, namely too many students who did not know basic vocabulary such as the meaning of "I" they did not know and there were also some students who had difficulties and errors in reading language vocabulary English and many students are lazy when learning English because they do not understand.

Based on these problems, the teacher must be able to teach in a creative and effective way and the teacher must also have techniques and preparations in teaching vocabulary so that students are interested and do not feel bored quickly when learning vocabulary. The teaching of vocabulary must be interesting so that the student can easily remember the vocabulary taught and that the students are not bored and interested in studying the English vocabulary. One of the media that can be used and is able to increase student interest is by using realia. According to AL Qahtani (2015), many ways are there to clear the meaning of a word, including visuals, realia, gesture and mime, give explanation more definition, conceptual questions, translation and give example. Realia is a real three- dimensional object that can be touched and seen. Like bags, pens, pencils, erasers and so on. According to Budden (2005), emphasized that realia refers to any real

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things that a teacher uses in the classroom to bring the class to life by allowing students to see, touch, smell, taste, and hear them.

The reason why the researcher chose realia as a learning media was because with a realistic media the student could see directly the object of the vocabulary studied, so that the student would not easily forget about it. The use of realia enabled students to feel, smell and touch the material the students were learning. From the foregoing statements and problems, the researcher was interested and decided to conduct a research with the title "Enriching Students' Vocabulary Using Realia of Seventh Grade Students of SMPN 38 Palembang". And also, the researcher was interested to find out whether there was or not a significance enrichment of students' vocabulary after being taught by using realia and there was or not a significant difference mean in the number of vocabulary between the students' who were taught by using realia and those who were not.

METHOD

In this research, the researcher used quantitative research. Proctor and Capaldi (2008) stated that quantitative research is scientific investigation that includes both experiments and other systematic methods that emphasize control and quantified measures of performance. According to Creswell (2012), in quantitative research there are three designs; experimental design, correlation design and survey design. And, in this research the researcher used quasi experimental design. According to White and Sarbawal (2014), quasi experimental designs identify a comparison group that is as similar as possible to the treatment group in terms of baseline (pre- intervention) characteristics. This research used a quasi-experimental design because it was difficult to control all variables since the research was not a real teacher in that school.

The population of this research was seventh grade students at SMPN 38 Palembang in the academic year of 2021/2022. This school had 8 classes for seventh grade and each class consisted of 30-34 students. In this research, the researcher used Convenience sample. According to Clark (2007) A convenience sample is a nonprobability sample that involves a group of elements that is easily accessible to a researcher. The sample was used by the researcher had been selected or had been recommended by the English teacher at SMPN 38 Palembang. The researcher chose 68 students as the sample, 34 students in experimental group and 34 students in control group.

According to Creswell (2012, p.630), Validity is the process of gathering evidence to show that the intended test interpretation (of the idea or construct that the test is supposed to measure) corresponds to the test's intended purpose. The researcher was used content validity to determine whether the content of the test to be given was in accordance with the students' abilities and syllabus or not. According to Jiancheng and Zhenqiu (2012), content validity is the degree to which an instrument has an appropriate sample of items for the construct being measured and is an important procedure in scale development.

In the process of validity, the researcher consulted with teachers who are experts in teaching English about the instruments related to the test. The test material in this study was taken from the topic in English seventh grade book. In the validity test, the researcher used two expert judgments who were English teachers at SMPN 38 Palembang. The first was Yessi Meliasari, S.Pd who was an English teacher for grade 7. In the first validator the researcher got a

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total of 32 items with a scale of 4 which the scale could be said to be valid and 18 items with a scale of 5 which the scale was said to be very valid. The second was Taruma Risata, S.Pd. In this second validator, the researcher got a total of 16 items with a scale of 4 which was said to be valid and 34 with a scale of 5 which could be said to be very valid. The results obtained by the researcher from the two validators are that all items obtained were valid.

According to Wood and Haber (2014), realiability is the ability of an instrument to measure the attributes of a variable or construct consistently. The researcher checked the reliability of vocabulary test by administering try-out in class VII.7. Before the researcher did the research, the researcher made a test consisted of 50 questions, 25 multiple choice questions and 25 questions to match the picture the researcher asked two experts to provided corrections about this test, such as grammar and content of the test. After that, the researcher tried it in class VII.7 to find out how far the reliability of the instrument was by using a try out. In addition, the researcher calculated the test's reliability used Cronbach Alpha in the SPSS 25. According to Peterson & Kim (2013), cronbach's coefficient alpha is the most widely used estimator of the reliability of tests and scales. Finally, if the result was more than 0.70, the test was considered reliable, if the result was less than 0.70, the test was considered unreliable. The result of reliability value is 0.755. It means that the data was reliable for use in this study.

To collect data for this research, the researcher employed tests. Both the experimental and control groups were given the test. The tests employing in this study were a pre-test and a post-test in the form of multiple-choice and picture matching. The same test items were used in the experimental and control groups' pre-test and post-tests. Pre-test was conducted before treatment. The aim was to assess how far the students' vocabulary knowledge was before they received the treatment. Post-test was conducted after students received treatment. Post-test was used to find out how far the students' vocabulary was after they received the treatment. In collecting data, the pretest requires 50 questions to see how much students' know about the known vocabulary. Similar to the Pretest, the Posttest also requires 50 questions to see how much knowledge they have after being given treatment or being taught using a method.

The researcher used SPSS 25 to examine the data from the students' vocabulary test. The researcher utilized a paired sample t-test and an independent sample t-test in SPSS. The paired sample t-test was used to compare the vocabulary achievement scores of the experimental and control groups before and after the tests. Meanwhile, an independent t-test was used to determine whether the mean difference between the experimental and control groups was significant.

FINDINGS AND DISCUSSION

The researcher used the pre-test and post-test results from both groups, namely the experimental group and the control group to find data. The test consisted of 50 questions, 25 picture matching questions and 25 multiple choice questions. Pre-test was given before treatment, and post-test was given after treatment. After data collection, the data were examined using paired sample t- test, independent t-test and SPSS v.25 software. Also, in this chapter the researcher gave the result of the test and the result of normality and homogeneity that the researcher had been collected from the pre-test and post-test. The researcher used paired sample t-test to know the result of the pre-test and post-test experimental and control groups of answering whether there was or not a significance enrichment of students' vocabulary after being taught by using realia. Not only that, the researcher also used the independent sample t-test to

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know the result of the post-test experimental and control groups of answering whether there was or not a significant mean difference in the number of vocabulary between the students' who were taught by using realia and those who were not.

First, the researcher analyzed the normality of the data to see whether the data is normally distributed or not. If the result is more than 0.05, it can be said that the data is normally distributed, but if the result is less than 0.05, it can be said that the data is normally distributed. And then, the researcher calculated the homogeneity of the data to see whether the data is homogeneous or not. If the data result is more than 0.05 then the data is homogeneous, but if the result is less than 0.05 then the data is not homogeneous.

Table 1. The Result of Normality and Homogeneity test in both group

	Normality Shapiro-Wilk				Homogeneity	
	Experimental Group		Control Group			
	Statistic	Sig.	Statistic	Sig.	Levene Statistic	Sig.
Pre-Test	.948	.105	.952	.138	1.745	.191
Post-Test	.969	.428	.948	.109	2.135	.149

Based on the table above, it can be concluded that the result of the pre-test in the experimental group based on *Shapiro-Wilk* was 0.105. It means that the data was normally distributed because 0.105 was higher than 0.05. Then, the result of the post-test in the experimental group based on *Shapiro-Wilk* was 0.428. It means that the data was normally distributed because 0.428 was higher than 0.05. And the result of the pre-test in the control group based on *Shapiro-Wilk* was 0.138. It means that the data was normally distributed because 0.138 was higher than 0.05. Then, the result of the post-test in the control group based on *Shapiro-Wilk* was 0.109. It means that the data was normally distributed because 0.109 was higher than 0.05.

And then, the table above also shows the results of the Pre-Test control group and experiment is 0.191 which can be concluded that the pre-test group control group and homogeneous experiment because of 0.191 more than 0.05. Furthermore, the results of the post-test control group and experiments are 0.149 which can be concluded that the post-test group control group and homogeneous experiments because of 0.149 more than 0.05. The data must be homogeneous and normality because the homogeneity test is carried out to find out whether the two groups of sample data that have been taken are from the same population variance. This test was carried out as a prerequisite for the independent sample t-test and ANOVA analysis.

After conducting the normality and homogeneity test, the researcher got the results from the test that the data were normally distributed and homogeneous. Furthermore, the researcher conducted a statistical test with a Paired Sample T- Test using SPSS v.25 to ensure the effectiveness of realia media in enriching students' vocabulary. And after conducting the paired sample t-test, the researcher conducted an independent sample t-test to determine the results of the post-test between students who were given treatment and non-treatment.

Table 2. The Result of Paired Sample T-Test and Independent T-Test

Variable	Pre-Test		Post-Test		Mean difference Pre and Post exp within	Mean difference Pre and Post cont within	T-value and sig. between Pre and post exp within	T-value and sig. between Pre and post cont within	T-value and sig. Post test between exp and cont
	Me-an exp	Me-an cont	Me-an exp	Me-an cont					
Students' Vocabulary Achievement	77,59	73,12	90,17	82,82	-12,588	-9,706	-14,723 (.000)	-12,761 (.000)	6,519 (.000)

Based on the Paired samples test output table above, it was known that the t-obtained was 14,723 with the df is 33, df= N-1, from the calculation above, t- obtained was bigger than t-table (14,723 > 2,034) and the value of Sig. (2-tailed) was 0.000 < 0.05, then Ho was rejected and Ha was accepted. It means that there was any significant enrichment of students' vocabulary after being taught by using realia.

And also the result of post-test score in the experimental and control class, as presented in the table above shows that t-obtained was 6,519 with the df = 66. From the calculation, t-obtained was bigger than t-table (6,519>1,996) with the significant value of the Sig. (2- tailed) was 0.000. It was showed that sig. (2-tailed) was lower than 0.05 (0.000 < 0.05) and there was significant between experimental and control class in post- test. Therefore, that the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) was rejected. In other words, it can be concluded that there was a significant mean difference beween the students' who are taught by using realia and those who are not.

Based on the results of data analysis, the researcher found that the use of realia media in vocabulary learning was significant. All students, gave a positive response when using real objects. From the results of data analysis, the learning process in enriching students' vocabulary through interesting real objects can create a pleasant classroom atmosphere. This research is supported by Harman (2010), he states that everything is a thing, and can be used with the universe and applied indefinitely. Real objects are useful for motivating students in the teaching and learning process, especially in teaching vocabulary. In the teaching process, using Realia is interesting. Students enjoy getting material about new vocabulary and classroom situations being creative and fun. This can make students able to enrich their vocabulary and not only that, there are several other things that also make students able to enrich their vocabulary by using realia.

First of all, There was significant enrichment in terms of students' vocabulary. It might happen because the researcher gave different topics of vocabulary such as fruits, animals, colors, jobs and so on. This activity made the students interest in learning. It is supported by Andini, Sutaryasah and Sudirman (2019), by using realia the students more interested learning vocabulary, the students remember vocabulary easily because they learn words by seeing, observing, touching and smelling the objects directly. Second, the students discuss to analyze the function of the picture shown, it made students enjoy in learning and made them easily to remember the vocabulary.

Third, the researcher shown the picture and explained to the students how to pronounce the words. After that, the researcher asked the students to repeat the words that had been mentioned by the researcher. This activity make the students easier to remember new vocabulary, this is in

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line with Gobert (2018), realia is particularly beneficial for learners, all learners will remember learning better if realia is used in the classroom. In the end, the researcher asked the students to conclude the lessons they had learned to make sure whether the students understood the lessons they had learned.

In the end, it can be concluded that the use of realia in teaching vocabulary has a growing impact on students' vocabulary mastery and can also make students more motivated in learning vocabulary, this is supported by Ngaroga (2006), using realia can motivate students, it means they provide the learner with the sort of direct experience that cannot be obtained through other media of learning no matter how well contrived (designed), to allow children to apply various senses and thus make learning effective, to be available in large quantities and to be cheaply obtained. And also this is in line with Hyru Gau (2010) that realia are an excellent tool for assisting kids in the development of English vocabulary. Not only that, the development of students' vocabulary can also be seen from the posttest results which are higher than the pretest results. In addition, the post-test results in the experimental group which were higher than the post-test in the control group also indicated an enrichment of students' vocabulary. So, it can be interpreted that realia media is suitable to be applied in teaching vocabulary.

CONCLUSION

Based on the results of data analysis, the researcher draws the main conclusion that there is a significant effect on students' vocabulary development after going through vocabulary teaching using realia. This can be seen from the results of the T-test which shows that the post-test average score of students in the experimental class (90.17) is higher than the pre-test (77.59) with a score of 12.59. The t-test showed that the results were determined by $p < 0.05$, $p = 0.000$. Thus, Ha is accepted.

Realia implementation also has a positive impact on students' attitudes toward the teaching and learning activities. When the teacher implemented the use of realia in the teaching learning process, the students were observably interested in the lesson and motivated to learn. They became more actively involved in teaching and learning process. The students were eager in answering questions and doing exercises. The students were also willing to ask the teacher when they did not understand the material. The students were more enthusiastic in joining the class so that the teaching learning process became more influential.

The researcher draws the conclusion that the use of realia in English instruction can enrich students' vocabulary particularly in the development of English vocabulary. This also gave positive changes to the students' attitude in learning. Realia's implementation encourages students to study English with greater focus, engagement, and motivation.

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