

CHAPTER I

INTRODUCTION

In this chapter the writer explains about the background of the study, the problem of the study, the objective of the study, hypothesis of the study, variables of the study, assumption, significant of the study, scope and limitation of the study, definition of key terms, and framework of the discussion.

A. Background of the Study

Language is a primary instrument of the communication among human beings in community. In others words, Language is a tool of communication. Language used by people in daily activities, such as to communicate with other people. According to A S Hornby, language is defined as the system of sounds and words used by humans to express their thoughts and feelings.¹ By using a language people are able to introduce themselves, convey their messages and express their ideas and written. Therefore language is very important in our life. All common people in a community understand and speak their language well enough to carry out every activity. Some people in that community cannot read and write, however, by using the language orally, they are still able to cooperate with others. Every social group has different language, for example, a group of people who were born and live in England, speak English as their native language, and the group of people who were born and live in Indonesia, speak Indonesian.

¹A S Hornby, *Oxford Advanced Learner's Dictionary*, New York: Oxford University Press, 1995, p. 662.

In Indonesia, English is the first foreign language that consider important to be introduced to students in elementary school, junior high school, and senior high school. Considering the importance of English as one of the international language, the Indonesian Government has decided to include English subject in school curriculum as compulsory subject taught in every school. The Indonesian government gives the autonomy to every school to arrange and control it in teaching learning activity. There are four skills that should be mastered by the students, they are listening, speaking, reading, and writing.

Students who want to be able to communicate in English well must have wide range of vocabulary. Vocabulary is one of the important aspects in learning English, without vocabulary nothing can be conveyed.² Only with sufficient vocabulary the students can express their ideas effectively, can understand the language task and foreign language conversation. The students have lack vocabulary; they were having the difficulties in learning and understanding the foreign language. When the students do not know the ways to increase their vocabulary they was lose their interest in learning foreign language, because they cannot understand the foreign language words. So, vocabulary is very important in learning foreign language.

Vocabulary as one of language components is a very important thing besides other language components. Without vocabulary, people are not being able to speak anything. People with large vocabulary are more proficient in language skills than

²Scott Thornbury, *How to Teach Vocabulary*, London: Longman, 2002, p. 13.

people with little vocabulary. Large vocabulary makes a significance contribution to almost all of the aspects of language.

David Wilkins summed up the importance of vocabulary learning. According to David Wilkins, “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”.³ In Aqidatul Husna thesis, Jeremy Harmer states that “If language structures make up skeleton of language, then it is vocabulary than provides the vital organs and the flesh”. It shows that vocabulary is very important, even though people have good ability in structures, but they do not have enough vocabulary to express their idea, the structures are useless.⁴ It means that, people have large amount of vocabulary, people can be express their idea precisely, and of course, it is very helpful for them, whether in listening, speaking, reading or writing skills.

Teaching vocabulary is not easy for teachers, but the students usually get bored of learning vocabulary. The teacher should device a good exercise or a way of teaching vocabulary, so that students will enjoy and understand the learning process well.

Appropriate teaching technique and media are necessary to make the teaching and learning process effective. Various techniques and media create good atmosphere in classroom so that the students are motivated to learn more new words in fun and enjoyable situation. In Dwi Wantini thesis, According to Gower there are several ways of making clear the meaning of a word, namely realia and visuals, mime and

³Jeremy Harmer, *How to Teach Vocabulary*, England: Bluestone Press, 2002, p.13.

⁴Aqidatul Husna, *Enriching Students' Vocabulary by using Word Cards*, Jakarta: The Faculty of Tarbiyah and Teachers' Training, 2011, p. 1.

gesture, give example, give explanation or definition, translation and concept question.⁵ The writer tries to use realia media as a media to teach vocabulary.

Realia media is real things used to teach vocabulary for the students. In Bayu Nurbaeti thesis, Herrell and Jordan state that defines realia is “a term for real things, concrete objects, that are used in the classroom to build background knowledge and vocabulary.”Realia brings real life into your classroom; it connects children to the real world, while they are learning they can touch, feel, and smell the material they learn. According to Smith in Bayu Nurbaeti thesis, there are many advantages which can be got from using realia media, such as the use of realia brings a welcome change in the class, a break from typical class activities like reading and writing.⁶The use of realia media are more efficient and practice than word, they are easier to recall and remember than words, further more they expose real life situation although it happen a long time ago. In this case the writer will take realia media in teaching vocabulary, because through realia media, students can see object or thing and touch it directly. According to Ningtyas Orilina Argawati, the examples of realia are book, pencil, eraser, bag, pen, ruler, etc.⁷

The writer conducted the study in SMP Islam Nurul Ihsan of Palangka Raya especially at the seventh grade students. The writer choosed the seventh grade of

⁵Dwi Wantini, *improving students' vocabulary mastery using realia*, surakarta: Sebelas Maret University, 2010, p. 4.

⁶Bayu Nurbaeti, *Teaching Vocabulary Using Realia Media At The Third Grade Students Of Sdn 1 Tegal munjul Purwakarta*, Siliwangi Bandung: STKIP, 2013, p. 2.

⁷Ningtyas Orilina Argawati, *The Effectiveness Of Using Realia in Teaching English Vocabulary to the 3rd Grade of Elementary School Student in SD Bentakan 1 bakisukoharjo*. Surakarta: University Surakarta 2009, p. 20.

SMP Islam Nurul Ihsan, because based on pre-observation; the teacher stated that the students have lack vocabulary, so the students are not able to fulfill achievement of competency into syllabus. The teacher still uses conventional method when she teaches to the students. It made the students very bored in learning of English because they only hear what the teacher said.⁸ The writer hoped by using realia media the students can learn English more enjoyable during the English learning process especially in vocabulary.

Based on the explanation above, the writer conducted the study entitled: **THE EFFECT OF REALIA MEDIA IN TEACHING VOCABULARY AT SEVENTH GRADE STUDENTS OF SMP ISLAM NURUL IHSAN PALANGKA RAYA.**

B. Problem of the Study

Based on the background of the study above, the problem of the study is as follow:

What is the effect of realia media in teaching English vocabulary at seventh grade students of SMP Islam Nurul Ihsan Palangka Raya?

C. Objective of the Study

The objective of the study based on the background of the study is to measure the effectiveness of using realia media in teaching vocabulary at seventh grade students of SMP Islam Nurul Ihsan Palangka Raya.

⁸The writer did pre-observation, on Maret 04th 2015, at 09:00 am.

D. Hypothesis

The hypothesis of this study is divided into two categories; they are Alternative Hypothesis and Null Hypothesis.

1. Alternative Hypothesis (Ha)

Ha: using realia media in teaching vocabulary gives effect toward students' vocabulary score at seventh grade students of SMP Islam Nurul Ihsan Palangka Raya.

2. Null Hypothesis (Ho)

Ho: using realia media in teaching vocabulary does not give effect toward students' vocabulary score at seventh grade students of SMP Islam Nurul Ihsan Palangka Raya.

E. Variables of the Study

According to Donald Ary variable is a construct or a characteristic that can take on different values or scores.⁹

In this study there are two variables, they are independent variable (X) and dependent variable (Y).

1. In this study the independent variable (x) is the usage of realia media.
2. In this study the dependent variable (Y) is the students' vocabulary scores.

⁹ Donald Ary, *Introduction to Research in Education*, USA: Wadsworth, 2006, p. 38.

F. Assumption

The assumption of this study is realia media can make the students get better vocabulary score.

G. Significance of the Study

This study about the use of realia media in teaching vocabulary hopefully gave contribution to English teaching and learning, they are:

1. Theoretically

This study enriches the technique of teaching and learning English and also to contribute the development of knowledge in teaching and learning English.

2. Practically

The significances of the study hopefully are used for:

a. The Writer

The results of the study answer the questions which are the basic of conducting this study.

b. The Teacher

The teacher can use the result of the study as a feedback on teaching activities and she will increase her performance in teaching program well. This study also gave contribution to the English teacher in the using of realia media as a vocabulary teaching media to improved students' vocabulary achievement, and also to improve the result of teaching vocabulary.

c. The Students

The students must be active in learning English. The students should not depend on other people in learning English. They should also learn English intensively and continuously. The students can use the things around them by labeling the things with the words dealing with the thing for example the name of the thing. Therefore the students can be easier to remember the words dealing with the thing in English.

d. The Reader

The reader got information about the students' achievement in learning vocabulary through realia media and also improves their knowledge.

e. For the school

It gave contribution to the Junior High School especially of SMP Islam Nurul Ihsan Palangka Raya that they can use realia media as a new media in teaching vocabulary to the students.

H. Scope and Limitation of the Study

The subject of the study was limited to seventh grade students of SMP Islam Nurul Ihsan Palangka Raya. The object of the study was limited on using realia media in teaching vocabulary. Kind of realia media that used in teaching vocabulary is real object. Kind of vocabulary that taught based on syllabus and English book is concrete noun. Concrete noun label things experience through the senses of sight, hearing, taste, smell, and touch. Example: Hamburger, Chair, bread, car, perfume, etc.

I. Definition of the Key Terms

1. Effect is a change of produced by an action or a cause, a result or an outcome.¹⁰
2. Realia is “a term for real things, concrete objects, that are used in the classroom to build background knowledge and vocabulary.”¹¹
3. Media is a means of communication and source of information.¹²
4. Teaching is a process and activities trying to help and guide someone to get and develop his skill, attitude, ideals, appreciation, and knowledge.¹³
5. Vocabulary is the total number of words in a language, or all the words knows to a person or used in a particular book, subject, etc, or a list of words with their meanings.¹⁴
6. SMP Islam Nurul Ihsan is a junior high school, where the present study is conducted. It located at Jl.Murjani palangka raya

J. Framework of the Discussion

The frameworks of the discussion of this study are:

Chapter I : background of the study, the problem of the study, the objective of the study, hypothesis of the study, variables of the study,

¹⁰ A S Hornby, *Oxford Anvantaged Learner's Dictionary*, New York: Oxford University Press, 1995, p. 369.

¹¹ Bayu Nurbaeti, *Teaching Vocabulary Using Realia Media At The Third Grade Students Of Sdn 1 TegalmunjulPurwakarta*, Siliwangi Bandung: STKIP, 2013, p. 2.

¹² Sharon E. Smaldino, *Instructional Technology and Media For Learning*, America : United States of America. 2012, p 8

¹³ Alfisyah, *The vocabulary teaching strategies (a case study on the fifth grade student of min model pahandut of palangkaraya)*, unpublished Palangka Raya : State Islamic college of Palangka Raya , 2010, p .38.

¹⁴ An S Hornby, *Oxford Advanced Learner's Dictionary of Current English*, England: Oxford University Press, 1995. p.1331

assumption, significant of the study, scope and limitation of the study, definition of key terms, and framework of the discussion.

Chapter II: Previous study, teaching English at junior high school, definition of teaching, teaching vocabulary, definition of vocabulary, important of vocabulary, the use of vocabulary, kinds of vocabulary, definition of media, kind of media, definition of realia, kind of realia, how to present realia, procedures of teaching vocabulary using realia, advantage of using realia as a media, disadvantage of using realia as a media..

Chapter III: Research design that consist of research methodology, time and place of the study, population and sample, research instruments, research instrument try out, research instrument validity, research instrument reliability, data collection procedure, and the data analysis procedure.

Chapter IV: In this chapter, the writer presented the data which had been collected from the research in the field of study. The data are the result of essay test before pre-test of experimental class, the result of pre-test of experimental class, the result of essay test after treatment before post-test of experimental class, the result of post-test of experimental class, result of data analysis, and discussion.

Chapter V : In this chapter, the writer presented conclusion and suggestion to the result of the study. The conclusion of the study was answer the problem of the study that found based on the result of data analysis. The suggestions were expected to make better improvement and motivation for students, teachers and researchers related to the teaching vocabulary by using realia media.