

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the writer explains about Previous study, teaching English at junior high school, definition of taching, teaching vocabulary, definition of vocabulary, important of vocabulary, the use of vocabulary, kinds of vocabulary, Vocabulary assessment 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.

A. Previous Study

The writer reviews some related studies before conducting the study. These previous studies give a view about the issues that are discussed in the study.

The first, related to this study, the writer took a thesis written by Retno Sumarni, the title is “Increasing Students’ Vocabulary Mastery Using Realia at the Fifth Year of SDN I Blimbing Ampelgading Pemalang”. Result of her study showed that the result of pre-test and post-test were different. The result of post-test is better than that of pre-test. In pre-test, the highest score was 87, the lowest was 40, and the mean score was 71, 58. In post-test the highest score was 97, the lowest score was 50, and the mean score was 75, 37. The increasing score of the students test shows that by using realia, the students have better memorization of the words.¹

¹ Retno Sumarni, *Increasing Students’ Vocabulary Mastery Using Realia at the Fifth Year of SDN I Blimbing Ampelgading Pemalang*, Surakarta: University Of Surakarta, 2008, p. 45

The second, the writer also took the thesis written by Bayu Nurbaeti. The title is “Teaching Vocabulary Using Realia Media at the Third Grade Students of SDN 1 Tegalmunjul – Purwakarta”. The results of his study showed that mean scores of pre test was 12.53, mean scores of post test was 16.25. It means realia media can improve the students’ vocabulary mastery. Then, the $t_{observed}$ was 4.45, and the $t_{critical\ value}$ was 2.42 with degree of freedom = $N-1$ ($df = 40-1 = 39$) and significance level at .01. Based on the result of the data analysis above, the alternative hypothesis was accepted because the $t_{observed}$ was bigger than the $t_{critical\ value}$ ($4.45 > 2.42$). It also means that realia media was effected to improve the students’ vocabulary mastery significantly.²

The third, the writer also took the thesis written by DWI Wantini. The title is “Improving Students’ Vocabulary Mastery Using Realia”. The result of her study showed that the students’ vocabulary mastery improved as shown in the result of both the observation of students’ activities during the action and the result of the pre-tests and post-tests scores. The mean score of tests in cycle 1 were 7.05 to 8.16. In cycle 2 the mean score of pre-test was 7.23 and the mean score of post test was 9.16. There were also positive changes in students’ behaviour in learning English. During the action, the students paid good participation to the lesson. The students were more active in joining the process of teaching and learning. Therefore, it can be concluded that teaching vocabulary using realia can improve the students’ vocabulary mastery.

² Bayu Nurbaeti, *Teaching Vocabulary Using Realia Media at the Third Grade Students of SDN 1 Tegalmunjul – Purwakarta*, Bandung: STKIP Siliwangi Bandung, 2013, p.1

Based on the previous study above, the writer did different study. In this study, the writer has different subject and object. The subject was the students of SMP Islam Nurul Ihsan Palangka Raya. The writer took seventh grade students. The object of this study was teaching vocabulary especially concrete nouns using realia media.

B. Teaching English at Junior High School

Curriculum implementation strategies provide guidance on how the curriculum is implemented in schools. The curriculum in the sense of the education program is still in its early stages expectations or plans that must be realized in a real school so that they can influence and deliver students to the purpose of education. Therefore curriculum implementation strategy component plays an important role in achieving these educational goals.³ The school of SMP Islam Nurul Ihsan Palangka Raya also develops the curriculum based on the potential that it has. On language learning, the students of SMP Islam Nurul Ihsan Palangka Raya learn listening, writing, listening, reading, speaking and writing, in the process of learning English. Everyone could not avoid the master vocabulary. Students can not mastering vocabulary if the students lack of vocabulary.

Based on the English syllabus the frist semester at the Seventh grade of SMP Islam Nurul Ihsan Palangka Raya. the materials taught with the competence standard, listening, reading, speaking and writing, includes two parts, each of them is about transactional and interpersonal, the materials include, instructions, shopping List,

³ H. Syafruddin Nurdin, M. Basyiruddin Usman, *Guru Profesional dan Implementasi Kurikulum*, Ciputat Pers, Jakarta, 2002, p. 56.

Greeting cards, Announcements. The writer used material shopping list in learning vocabulary, and the writer focuses on concrete noun using real media to support the process of learning vocabulary. Because through realia media, students can see object and touch it directly. It helped the students to memorize vocabulary.

1. Definition of teaching

Alvin W. Howard conveyed that teaching is a process and activities trying to help and guide someone to get and develop his skill, attitude, ideals, appreciation, and knowledge. In the other reference, teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning.⁴

Base on the definition above, it can be described that teaching is guidance from teaching to the students to create activities and motivation the students and they have response and know new knowledge and teaching learning process can be reached.

2. Teaching vocabulary

Vocabulary is very important for second language learners; only with sufficient vocabulary learners can effectively express their ideas both in oral and written form. Thus they should have a good idea of how to expand their vocabulary so that they can

⁴ Alfisyah, 2010. *The vocabulary teaching strategies (a case study on the fifth grade student of min model pahandut of palangka raya)* (unplished) Palangka Raya: state islamic college of palangka raya P.38.

improve their interest in learning the language. Language teachers, therefore, should possess considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning.

Teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary helped students to master all the language skills; speaking; listening; writing; and reading. The vocabulary will make the students practice life and will strengthen belief that English can be used to express the same ideas or feeling they express in their native language. Furthermore, in teaching vocabulary the teacher can introduce the list of vocabulary that is taken from the book. The teacher uses and adds other vocabulary which is relevant to the students. Teacher needs a good knowledge on their teaching materials. When they have to teach the students about vocabulary, teachers should know the general knowledge of vocabulary, words and also the meaning. The words or vocabulary can be spoken and written. Wallace in Sofika Chandra Nilawati explains that teaching vocabulary should consider these following factors:⁵

1) Aims

The aim of teaching vocabulary is to make the teacher easy to formulate the materials, which taught to the students.

⁵ Sofika Chandra Nilawati, *The Teacher's Activity-a-Day*, United States : Jossey-Bass A Wiley Imprint, 2010, p. 9

2) Quantity

The teacher has to decide the number of vocabulary items to be learned. The learners get confuse or discouraged if they get many new words.

Therefore, the teacher should select new words, which can easy to understand by the learners.

3) Need

In teaching vocabulary, the teacher has to choose the words really needed by the students in communication.

4) Frequent exposure and repetition

Frequent exposure and repetition here means that the teacher should give much practice on repetition so that the students master the target words well. They also gave opportunity to the students to use words in writing or speaking.

5) Meaningful presentation

In teaching vocabulary the teacher should present target words in such a way that the meaning of the target words are perfectly clear and unambiguous.

6) Situation and presentation

The teachers tell the students that they have to use the words appropriately. The use of words depends on the situation in which they are used and depends on the person to whom they are speaking.

C. Nature of Vocabulary

1. Definition of vocabulary

Vocabulary is central to language and of critical important to typical language learner. Without a sufficient vocabulary, someone cannot communicate effectively or express his idea in both oral and written form. Having a limited vocabulary is also a barrier that precludes learners from learning a foreign language. When they do not know how to enrich their vocabulary, for example, they often gradually lose interesting learning.⁶

According to Djiwandono, vocabulary is a part of language components. Vocabulary consists of the words that are used in language communication either spoken or written. In addition, in communication, vocabulary is very important element. The meaning of an expression mostly is determined by the vocabulary which is used. From the vocabulary, the meaning of the expression is gained, besides from other elements such as intonation and stressing.⁷

Furthermore, related to the definition of vocabulary, Stump and Douglas define if vocabulary is the completed collection of the words in a language. They argue that the true mark of an educated person is a well organized vocabulary. That statement gave a view of how important is the vocabulary.⁸

⁶Endang Fauziati, *Teaching of English as a Foreign Language*, Surakarta, pabelan, 2002,p .155.

⁷M. Soenardi Djiwandono, *Tes Bahasa dalam Pengajaran*. P.42-43

⁸Michael Strumpf and Auriel Douglas, *the completed grammar*, p.431

According to Wallace learning a foreign language is basically a matter of learning the vocabulary of that language.⁹

Based on the explanation above, the writer concluded that vocabulary is a part of language component. Vocabulary has a complex function in human being's life. Vocabulary is the form of all words that human being use to communicated each other. Trough vocabulary, people convey what they one to say and receive what they want to hear.

2. Importance of Vocabulary

Vocabulary is very important to learned. Vocabulary is one of language components which has important role in learning English. Vocabulary is a basic and a foundation to learn English. In David Nunan's book, Hocket argued that vocabulary was the easiest aspect of a second language to learn and that it hardly required formal attention in the classroom. Rivers has also argued, vocabulary is essential for successful second language use because, without an extensive vocabulary, we can not unable to use the structures and functions we may have learned for comprehensible communication.¹⁰ According David Wilkins in Norbert's book, he summed up the important of vocabulary learning, "without grammar very little can be conveyed, without vocabulary nothing can be conveyed".¹¹ It means that if someone has little grammar, he still can convey something, but if he hasn't vocabulary, he can't convey

⁹Handi, Sutrisno. *Methodology Research*, Yogyakarta: Yayasan Penerbit Fakultas Psikologi UGM.

¹⁰ David Nunan, *Language Teaching Methodology*, Prentice Hall International, 1998, p. 117

¹¹Norbert Schmitt. *Researching Vocabulary: A Vocabulary Research Manual*, University of Nottingham: Palgrave Macmillan, 2010, p. 3

anything. It shows that how vocabulary important for the students in mastering English.

3. The use of vocabulary

Vocabulary is important in case it could help the students to enjoy their classes. One who masters enough vocabulary found fewer difficulties than those who have fewer vocabularies. When they read a certain text, they easily get the information from it since they can understand from word in the text. On the other hand, those who lack of vocabulary can be useful for the process of achieving language-teaching objectives. That is the mastery of language skill (Listening, Speaking, Reading, and Writing).

4. Kinds of vocabulary

According to Thornbury, there are two kinds of vocabulary, such as:¹²

a. Grammatical Words or Function Words

Grammatical Words or Function Words are words that have little lexical meaning or have ambiguous meaning, but instead serve to express grammatical relationships with other words within a sentence, or specify the attitude or mood of the speaker.

¹²Scott Thornbury, *How To Teach Vocabulary*, England: Pearson Education Limited, 2002, p.

1) Prepositions

Prepositions are a word that connects one thing with another, showing how they are related. Some prepositions tell you about position or place.¹³ Examples of prepositions: in, of, on, under, into, behind, near, beside, between, at, from, etc.¹⁴

2) Conjunctions

Conjunctions are words or phrases which join parts of a sentence together.¹⁵ Examples of conjunctions: and, but and or.¹⁶

3) Determiners

Determiners are definite article, indefinite article, possessives, demonstrate, and quantifiers. Example of determiners: this, those, my, their, which, a, an, the.¹⁷

4) Pronouns

Personal pronouns refer to people, places, things, and ideas. Example: *I, me, you, your, they, us, and it* are all personal pronouns, Reflexive pronouns are formed by adding “-self” or “-selves” to certain personal pronouns. They “reflect” back to the person or thing mentioned in the sentence. Example: *myself, himself, herself, itself, yourself, yourselves, and them selves* are reflexive pronouns. There is no such word as *their selves*, Demonstrative pronouns can be singular or plural. They point

¹³Anne Seaton. *Basic English Grammar for English Language Learners Book 1*, United State: Saddleback Educational Publishing, 2007, p. 132.

¹⁴Ann Hogue. *First Steps in Academic Writing*, New York: Longman, 1996, p. 81.

¹⁵Stephen Bailey. *Academic Writing Handbook for International Students Third Edition*, London: Routledge, Taylor and Francis Group, 2011, P. 192.

¹⁶Howard Sargeant, *Basic English Grammar for English Language Learners Book 2*, United State: Saddleback Educational Publishing, 2007, p. 109

¹⁷Anne Seaton. *Basic English Grammar for English Language Learners Book 1*, United State: Saddleback Educational Publishing, 2007, p. 71.

out a specific person, place, or thing. *This, that, these, and those* are demonstrative pronouns, Interrogative pronouns, like their name suggests, are used when asking a question. *Who, whom, which, and whose* are interrogative pronouns; Indefinite pronouns do not refer to a specific person, place, or thing. Some indefinite pronouns are *another, both, everyone, most, no one, and several*).¹⁸

b. Content Words or Lexical Words

Content words or lexical words, are words that carry the content or the meaning of a sentence and are open-class words.

1) Nouns

A *noun* is the name of a person, place, thing, or idea. There are *singular* nouns that name ONE person (*player*), place (*room*), thing (*towel*), or idea (*love*), and there are *plural* nouns that are the names for MORE THAN ONE person (*players*), place (*rooms*), thing (*towels*), or idea (*loves*).¹⁹

a) Kind of Nouns

In English, there are fine kinds of noun. They are:

(a) Abstract Nouns

Abstract nouns are the nouns that cannot be touched by the five senses.

Examples: Happiness, freedom, health, honesty, courage, etc.

¹⁸Jack Umstatter, *The Grammar Teacher's Activity-a-Day*, San Francisco: Jossey-Bass, 2010, p. 9

¹⁹*Ibid*, p.3

(b) Concrete Nouns

Concrete nouns are the nouns that can be touched by the five senses. Concrete nouns name a person, place, thing, or idea that can be perceived by one or more of your senses (seeing, hearing, touching, tasting, and smelling). *Popcorn, thunder, rainfall, skunk, windmill, and hair* are concrete nouns. Examples: Chair, bread, people, car, perfume, etc²⁰

(1) Common Nouns

Common nouns are the nouns that indicate the kinds, class of things, place and etc. Examples: invention, city, soldier, tool, etc.

(2) Proper Nouns

A proper noun begins with a capital letter in writing. It includes personal name, names of geographic units such as countries, cities, rivers, etc. Besides, the names of nationalities and religions, names of holidays, names of time units and words use for personification. For example: ***Maria** writes a letter.*

*She has some relatives in **Canada**.*

(3) Collective Nouns

Collective nouns are the names of units of groups as the groups or units of its members. Examples: A team, a committee, a club, a jury, a convoy

²⁰*Ibid*, p.3

(4) Material nouns

Material nouns are the names that indicate the name of materials. Examples:

Blood, water, iron, fish, gold, etc.²¹

2) Verbs

A Verb is a word that shows action Example *runs, hits, and slide* or state of being *is, are, was, were, and am*.²²

3) Adjectives

Adjectives describe nouns and pronouns.²³ Adjectives tell what things or people look like, what kind they are. Examples of adjectives: size (*large*), colour (*yellow*), shape (*round*), appearance (*pretty*), etc.²⁴

4) Adverbs

Adverbs are words that modify verbs, adjectives, and other adverb. Example of

adverb: Adjective	Adverb
Beautiful	Beautifully
Quick	Quickly ²⁵

Based on the explanation above, the writer concluded that vocabulary has two kinds; they are function (grammatical) and content (lexical) words. The writer only

²¹Gabriele Stobbe, *Just Enough English Grammar Illustrated*, United States: McGraw-Hill, 2008, p. 2-3.

²²Jane Straus. *The Blue Book of Grammar and Punctuation, An Easy-to-Use Guide with Clear Rules, Real-World Examples, and Reproducible Quizzes Tenth Edition*, United States: Jossey-Bass A Wiley Imprint, 2008, p. 1

²³Phyllis Dutwin, *English Grammar Demystified*, United State: McGraw-Hill, 2010, p. 36.

²⁴Howard Jackson. *Good Grammar for Students*, London: Sage Publications, 2005, p. 18.

²⁵Eugene Ehrlich, *Schaum's Outline of English Grammar Second Edition*, United State: McGraw-Hill, 1991, p. 107-108.

focuses on concrete nouns, because it is based on the material and the syllabus of school.

5. Vocabulary assessment

Based on Macmilan in Abdul Mehdi, assessment means thinking about something carefully and making a judgment about it.²⁶ From the writer's view point, assessment is giving a judgment of the pupils' ability while they are exposed to English language pointing out their weakness and strength of that language.

Based on Johan Read, vocabulary assessment seems straight forward in the sense that word list are readily available to provide a basis for selecting a set of words to be tested. In addition, there is a range of well known item types that are convention use for vocabulary testing. These test items are easy to write and to score and they make efficient use of testing time. Multiple choice items in particular have been commonly used in standardized test.²⁷

Assessment of vocabulary is critical for identifying children at risk for reading problems and for designing appropriate instruction. Receptive vocabulary involves understanding of spoken words, for instance, asking a child to point to a picture that represents a word spoken by the examiner. Expressive vocabulary involves using or naming a word, as when the examiner shows a picture to a child and asks the child to name it.

²⁶ Abdul Mehdi, *an Assesment of Testing Vocabulary in (RECI) Book-1for the Fifth Grade of the Primary Stage*, published thesis:collage of education / Al-asmae Department of education and psychology science, 2011, p. 5

²⁷ Johan Road, *Assessing Vocabulary*, Cambridge, Unitet Kingdom: Cambridge University, 2000, p. 8

D. Media

1. Definition of Media

Media is a means of communication and source of information. Derived from the Latin word meaning “between,” the term refers to anything that carries information between a source and a receiver. Examples include video, television, diagrams, printed materials, computer programs, and instructors. These are considered instructional media when they provide messages with an instructional purpose. The purpose of media is to facilitate communication and learning.²⁸

In Haji Parhani thesis, according to David B. Guralnik Media is an equipment activity las mediator to help teaching learning activity which give visual experiment to the student give motivation to study, explaining make easier to understand.²⁹

In teaching learning process, media help teachers and their study activities, according to sudjana and rivai, there are some function of media in teaching learning process.³⁰

- a. The teaching learning process increases student’s attention, some that it can develop learning motivation.
- b. The meaning of the material that be taught is easy to understand and it also makes the purpose of teaching very well.

²⁸ Robert Helnich and Michael Molenda, *Instructional Technology and Media for Learning*, Columbus: Upper Saddle River, p.9.

²⁹ Haji Parhani, *Using Slide as a Media in teaching Vocabulary at the Fourth Grade Students of SDIT AL-Furqan Palangka Raya*, Palangka Raya: State Islamic College of Palangka Raya, 2012, p. 24.

³⁰ *ibid*

- c. Teaching would be more variety it is not only limited on teacher instruction, so this way the student does not feel bore.
- d. The student are more diligent to study because they are not only listening from the teacher's explanation but student also do the other activities observe, to demonstrate and other.

From the definition above, the writer concluded that media is a set of communicating tools that used to make the effective interaction between teacher and students in teaching learning process.

2. Kind of Media

There are three characteristics of media such as sound, visual, and act. Kinds of teaching media are visual media, graph media, and printed material. Then, media is the main means of communicating with large numbers of people, such as television, radio, and newspaper.³¹

a. Visual media

There are many ways OHP, magazines, book, encyclopedia, globe films, painting, picture, finger puppet, and photograph can be used in English teaching.³²

b. Audio visual

Radio is a powerful education tool, teacher can use it effectively at all educational levels and nearly all phase of education.³³

³¹ Siti Indriati. *"The effectiveness of using picture media on speaking skill the tenth grade students of SMA Muhammadiyah Palangka Raya. (unplished)* Palangka Raya: State Islamic college of Palangka Raya. 2012, p. 31

³² *Ibid.* 32

c. Audio visual act media

Television in an electronic motion picture with conjoined or attendant sounds, both picture and reach the eye and ear simultaneously from a remote broadcast point.³⁴

E. Nature of Realia

1. Definition of Realia

Realia is consisting of actual objects or items facsimiles therefore which are used in the classroom as aid to facilitate language acquisition and production.³⁵ Realia is an objects or activities used by teacher to demonstrate real life (particularly of peoples studied), objects that educators use to help students understand others cultures and real life circumstance, real things, things that are real. Realia or real items are useful for teaching and learning in the classroom. Objects that are intrinsically interesting can provide a good starting point for a variety of language work and communication activities. Realia also make learning process more enjoyable.³⁶ Realia is a term for any real, concrete object used in the classroom to create connections with vocabulary words, stimulate conversation, and build background knowledge. Realia gives students the opportunity to use all of their sense to learn about a given subject, and it is appropriate for any grade or skill level. When

³³ *Ibid.*,p.33

³⁴ *Ibid.*,p.33

³⁵Erny Rokhmawati, *The Use Of Realia To Improve Students' Speaking Ability In Procedure Text*, Semarang: English Department Of Tarbiyah Faculty Walisongo State Institute For Islamic Studies Semarang, 2010,p. 99

³⁶Jeremy Harmer, *The Practice of English Language Teaching*, (UK. 2002), p.140.

the real object is not available or impractical, teacher can use models or semi-concrete objects, such as photograph, illustrations, and artwork.³⁷ According to Ningtyas Orilina Argawati, the examples of realia are book, pencil, eraser, bag, pen, ruler, etc.³⁸

Based on the explanation above, the writer concluded that realia is one of media in teaching learning process, it is a real thing that can see, hear or touch directly, a real object and thing in nature without any changes to helped teacher in learning process in observed or analyzed something by students. It is make students more interesting and easy to understand the lesson. This media is suitable for general English vocabulary to beginner.

2. Kinds of Realia

According to Ningtyas Orilina Argawati, there are several kinds of Realia that can be used by the teacher. They are:³⁹

1. The real object being learnt and it can possibly show to the student, such as, stationeries (book, pencil, eraser, bag, pen, ruler, etc), things in the classroom (table, chair, blackboard, picture, chalk, etc), parts of the body (hand, hair, eyes, nose, ears, mouth, foot, etc), etc.
2. The replica of the object if the real objects are not possible to bring to the classroom, such as, animals (cow, goat, frog, cat, lion, dog, etc), vehicles (bus,

³⁷*Ibid*, p. 10

³⁸Ningtyas Orilina Argawati, *The Effectiveness Of Using Realia in Teaching English Vocabulary to the 3rd Grade of Elementary School Student in SD Bentakan 1 baki sukoharjo*. Surakarta: University Surakarta 2009, p. 20.

Ibid. p.10

train, plane, motorcycle, etc), occupations (Doctor, soldier, steward, policeman, fisherman, etc) etc. As a substitute of the real object, the teacher can use dolls or toys.

3. How to Present Realia

Not all of the topic lesson can be supported by the real thing. Sometimes it is impossible to bring the real crocodile or lion into the classroom. According to Herrell and Jordan in Bayu Nurbaeti thesis, “if the real thing is not available, the teacher must move down the continuum from the concrete (real thing),⁴⁰ to a replica such as model, to a semi-concrete object such as a photograph or illustration”. Thus realia in EFL terms refers to any real objects we use in the classroom to bring the class to life. Unless when the teacher can not bring a real object into the classroom, the teacher can use alternative realia to create the fun and enjoyable teaching-learning process, the teacher can use dolls, candle, folded paper, pieces of clothing, toy animals, plastic fruit to be shaped into the things that you are really need for.⁴¹

4. Procedures of Teaching Vocabulary Using Realia

In teaching English vocabularies with the theme of “The Classroom Equipment”, the teacher can used realia as the media of teaching, for example: real things, real object. Firstly, the teacher asks some questions related to the lesson material. The second of all is the teacher shows the real objects or the real things with the classroom equipment, such as: fan, table, chair, blackboard, eraser etc. And then

⁴⁰Bayu Nurbaeti, *Teaching Vocabulary Using Realia Media At The Third Grade Students Of Sdn 1 Tegalmunjul Purwakarta*, Siliwangi Bandung: STKIP, 2013, p. 2.

⁴¹*Ibid.* p.3

the teacher translates them in to English. Besides that the teacher can give some repetitions to the students and give some tests by showing the realia to measure how far their understanding about their vocabulary mastery.

In thesis Endah Cahyani, Asher state that, the following are the procedures of teaching vocabulary by using realia:⁴²

1. **Pre- Activities**

- a. The teacher greets the students.
- b. The teacher checks the attendance list.
- c. The teacher motivates the students by asking some question.

2. **Whilst Activities**

- a. The teacher explains about vocabularies related to “The Classroom Equipment”.
- b. The teacher teaches vocabularies with the theme of “The Classroom Equipment” by using realia.
- c. The teacher gives some repetition to the students related to the teaching of vocabulary by using realia.

- To make students more creative and motivated in learning English, especially in learning vocabulary by using realia.

- Can make students easy to remember the word.

⁴²Endah Cahyani, *Teaching English Vocabulary By Using Realia to the Seventh Grade Students of SMP PGRI 2 Palembang*, Palembang: University of PGRI Palembang, 2010, P. 9.

d. The teacher gives some question to the students about “The Classroom Equipment”

3. **Post- Activities**

a. The teacher repeats the material briefly that is related to vocabulary with the theme of “The Classroom Equipment”.

b. The teacher evaluates for the students achievement by analyzing the score and exercise to the students.

5. **Advantages and Disadvantages of using Realia**

a. **Advantages of using Realia**

Realia has so many advantages for the teachers and for the students. In Bayu Nurbaeti thesis, according to Smith Here are some the advantages:⁴³

1. Kinaesthetic learning is the type of learning that students will most effectively acquire, mostly because they will have hands-on experience.

2. The use of realia brings a welcome change in the class, a break from typical class activities like reading and writing.

3. The unexpectedness of having to suddenly interact with real objects will keep students on their toes; it will create excitement, and they will have fun.

4. Students have the chance to practice real life situations like using maps and asking for directions in a foreign language, but with the guidance of someone who speaks fluently and will help them get it right.

⁴³Bayu Nurbaeti, *Teaching Vocabulary Using Realia Media At The Third Grade Students Of Sdn 1 Tegalmunjul Purwakarta*, Siliwangi Bandung: STKIP, 2013, p. 2.

5. Students will clearly understand the reason they are learning a particular ESL component. Instead of wondering when and where they might have use for a Particular language element, they will know the reason.

Based on Vera figueroa, The advantages of using realia in teaching vocabulary for the students are: increasing the student's memory about the vocabulary given, increasing the understanding of the students and decreasing the monotonous teaching learning process, learners interact with the real language and content rather than the form.⁴⁴

From the description above the writer's concluded that realia is interesting media in teaching learning process.

b. Disadvantages of Using Realia

Realia also has some disadvantages in teaching vocabulary, those are:⁴⁵

1. Realia would be used only concrete nouns for example: car, bag, window, etc. It was only able to describe concrete thing. It's impossible to describe abstract object using realia for example abstract noun (poor, need), adjective (nice, angry), verb (work), adverb (next week, tomorrow) those things can only be expressed by action or expression not real object.
2. The limitations on the objects which were brought to class are the size, portability, and safety

⁴⁴ Vera figueroa, *The Use of Supplementary Materials in EFL Classes: a Comparative Analysis of Public and Private High Schools*,loja: University Center Guayaquil, 2012, p.30

⁴⁵ Annisa Afdiyani, *The Effectiveness of Realia as Media in Teaching English Vocabulary at the First Grade Students of Smp Negeri 3 Bumiayu in Academic Year 2010-2011*, Purwokerto: Universitas Muhammadiyah, 2013, P. 9

a. Sizes

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

b. Portability

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

c. Safety

In choosing the realia teacher should concern whether it is safe or not. For example dangerous object like animal cannot be brought to the class.

From the description above, it can be concluded that using realia is only limited by your imagination. In other way, there are some objects that cannot be presented in the class. In this case, the teacher is able to use shopping list.