

## Increasing Vocabulary of the Seventh Grade Students of SMPN 6 Bambalamotu Through Realia

Peningkatan Kosakata Siswa Kelas VII SMPN 6 Bambalamotu Melalui Realia

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### Abstract

The objective of this research was to find out whether the application of realia can increase the students' vocabulary of especially noun, adjective and verb or not. This research was a pre experimental research design consisting of one group pre-test and post-test. There were two variables of this research. The independent variable was realia and the dependent variable was vocabulary of the seventh grade students of SMP N 6 Bambalamotu. The population of this research was seventh grade students of SMP N 6 Bambalamotu the 2020/2021 academic year. The sample of this research was selected by using total sampling technique and the selected class was grade seven consisting of 20 students. In collecting the data, the researcher conducted pre-test and post-test in order to measure the students' vocabulary (noun, adjective and verb) before and after applying realia. The researcher analyzed the data statistically. The result of the test shows that the students' mean score in the post-test (90,5) was higher than pre-test (30). To find out the significant difference between the pre-test and the post-test, the researcher compared the value of t-counted and t-table by applying 0.05 level of significance for one-tailed test with 19 degree of freedom ( $20-1=19$ ), the researcher found that the t-table is 1,729. It means that the t-counted (19,139) is higher than the t-table (1,729) and the hypothesis is accepted. The researcher concludes that applying realia can increase the vocabulary of seventh grade students of SMP N 6 Bambalamotu especially noun, adjective and verb.

**Keywords:** Enhancement; Words; Student

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### Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apakah penerapan realia dapat meningkatkan kosakata siswa terutama kata benda, kata sifat dan kata kerja atau tidak. Penelitian ini merupakan penelitian pre eksperimen dengan rancangan one group pre-test dan post-test. Ada dua variabel dalam penelitian ini. Variabel bebasnya adalah realia dan variabel terikatnya adalah kosakata siswa kelas VII SMP N 6 Bambalamotu. Populasi dalam penelitian ini adalah siswa kelas VII SMP N 6 Bambalamotu tahun ajaran 2020/2021. Sampel penelitian ini dipilih dengan menggunakan teknik total sampling dan kelas yang dipilih adalah kelas tujuh yang terdiri dari 20 siswa. Dalam mengumpulkan data, peneliti melakukan pre-test dan post-test untuk mengukur kosakata siswa (kata benda, kata sifat dan kata kerja) sebelum dan sesudah menerapkan realia. Peneliti menganalisis data secara statistik. Hasil tes menunjukkan bahwa nilai rata-rata siswa pada post-test (90,5) lebih tinggi dari pada pre-test (30). Untuk mengetahui perbedaan yang signifikan antara pre-test dan post-test, peneliti membandingkan nilai t-hitung dan t-tabel dengan menerapkan tingkat signifikansi 0,05 untuk uji satu sisi dengan 19 derajat kebebasan ( $20-1=19$ ), peneliti menemukan bahwa t-tabel adalah 1,729. Artinya t hitung (19,139) lebih besar dari t tabel (1,729) dan hipotesis diterima. Peneliti menyimpulkan bahwa penerapan realia dapat meningkatkan kosakata siswa kelas tujuh SMP N 6 Bambalamotu terutama kata benda, kata sifat dan kata kerja.

**Kata kunci:** Peningkatan; Kata-kata; Murid

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## **INTRODUCTION**

Language is used to communicate and interact among people over the world, since English is a global language people all over the world strongly need it. They use it to communicate and interact among the nations in the universe. English used in Indonesia as a foreign language. It is learnt by students from elementary school up to university level. For learning it, it is important to master the four skills of English; listening, reading, speaking and writing. Through these four different skills, someone has also to know component of English language; grammar structure, pronunciation, and vocabulary. In fact, it is not easy to master them, especially vocabulary.

Vocabulary is one of the English components needed by students who want to increase their language skills of English. The function of vocabulary is the same as grammar and pronunciation; namely as language component. In curriculum, the vocabulary mastery becomes a problem of junior high school students in Indonesia for they get English subject formally in the first time. When the researcher conducted preliminary research in SMP 6 Bambalamotu especially at the seventh grade, the teacher explained that students were lack of vocabulary. They did not understand the meaning of the words, they could not express their ideas, for example when the teacher asked the students to mention thing around them, the students just answer beauty, house, table. They cannot mention more than two or three words. And then, a problem of junior high school is the lack of knowledge of the words so that the students considered to be the biggest problem in learning vocabulary They can only read the words, but they do not know the meaning of them. The researcher assumes that vocabulary is urgent in studying English. Therefore, the students' ability to recognize vocabulary will be an indicator that the students are familiar with English words. While the KKM demands the students to reach a value of 100% to complete learning.

The Minimum Completeness Criteria or KKM is a reference for determining a student to meet the minimum requirements for mastery of certain subject matter. The Ministry of National Education in the Technical Guidelines for Assessing Vocational High School Learning Outcomes (2008: 11) states that KKM is a minimum learning completeness criterion with a value between 0 - 100% for each subject and is determined by the education unit. With the stipulation of minimum completeness, students do not have to reach a value of 100% to be called complete learning, but only by reaching the minimum completeness limit (by 75%) students can be said to have completed learning.

Based on the researcher's pre-observation in SMP N 6 Bambalamotu, the researcher found that the seventh grade students encountered serious problems in vocabulary. In the lack of vocabulary, the teachers just explained about the components of English, they taught then asked the students to open bilingual dictionary and found the meaning of the words. After that the teacher asked the students to do the tasks in the worksheet and the activity finished. In order to overcome the problems above, there are several techniques, tools and media that can be used in teaching vocabulary.

From the reality above, there must be a way to change the teaching and learning process in the classroom by using realia. It is a visual organizer that promotes vocabulary development. It is believed as one of the strategies or activities that can be used in teaching vocabulary which involves the essential idea and encourages students to memorize the vocabulary mastery easily. Based on the explanation above, the researcher was interested to do research under the title "Increasing Vocabulary of the Seventh Grade Students of SMP N 6 Bambalamotu Through Realia".

## **METHOD**

The research design is a pre-experimental with one group pre-test and post-test design. The treatments through realia media lasted for six meeting. The researcher gave pre-test before applying the treatment. It was for getting information of students' ability in vocabulary before giving a treatment. After giving a treatment, the researcher conducted post-test to find out the result of the media that had been applied. In this research there was pre-experimental formulation research used by the researcher taken from Suprpto (2013:26) as follows:

$$O_1 \times O_2$$

Where:  $O_1$  = Pre-Test

X = Treatment

O<sub>2</sub> = Post- Test

The population of this research was the seventh grade students of SMP N 6 Bambalamotu consisting of 20 students. The researcher used total sampling technique because the sample was relatively small. Also, the population was seventh grade students of SMP N 6 Bambalamotu.

## **RESULTS AND DISCUSSION**

Before giving the treatment to the students, the researcher gave the students a pre-test. It aims to find out prior knowledge of the student in vocabulary. After calculating the data, it shows that the mean score of the students in the pre-test is 30. It indicates that the ability of the students about vocabulary mastery is relatively low. Besides, the researcher notices that the students got difficulties of vocabulary mastery. One of them is lack of vocabulary. Therefore, they found difficulties of vocabulary mastery

After getting the students' ability of vocabulary is low, the researcher gave the treatment to the students in order to find out the impact of realia in teaching vocabulary mastery. The treatment was given for six meetings. Each meeting spent 90 minutes or 2 x 45 minutes. In the process of the treatment, the researcher used realia. When using this media, the researcher had to use suitable materials that are easy and familiar with their environment, therefore they can keep in mind a new vocabulary easily especially noun, adjective, verb.

In order to make the students easy to understand noun, verb and adjective, the researcher used real things and some pictures. By this media, the students can understand well about that kind of vocabulary; therefore they know how to differentiate noun, verb and adjective. Besides, they got new vocabularies that they can use to construct sentences.

Having given the treatments to the students, the researcher gave the post-test, in order to know the improvement of their knowledge and their vocabulary mastery after getting some treatments. During the test the students found easy to answer the questions because they already have become accustomed to differentiate by using realia. After the researcher conducted the post-test, the researcher calculated and processed their scores. Based on the result of the post-test, the students had progress in vocabulary mastery. It was proved by their score in post-test is 90,5. Through this study, the researcher assure that the use of realia can increase the students' vocabulary mastery and the students' motivation in learning English especially vocabulary. Before the treatments, the researcher found they were Lack of vocabulary, the teachers just explained about the components of English, they taught then asked the students to open bilingual dictionary and found the meaning of the words. After that the teacher asked the students to do the tasks in the worksheet and the activity finished. In the treatments they were very enthusiastic to know a new vocabulary and to distinct noun, adjective and vocabulary. Therefore, the researcher makes conclusion that the realia can be considered as one of media that can be used in teaching vocabulary to the students.

## **CONCLUSION**

After analyzing the data, the researcher draws conclusion that using of realia can increase the vocabulary mastery of the seventh grade students of SMP N 6 Bambalamotu. It could be seen by comparing the mean score between the pre-test (30) and post-test (90,5). It is also shown by the t-counted value (19,139) which is higher than the t-table (1,729). It indicates that the use of realia as a media is effective to increase the students' vocabulary mastery especially noun, adjective and verb.

## **SUGGESTION**

Based on the conclusion above, the researcher would like to provide some suggestions. Firstly, the students should know the meaning of the words in the realia; therefore they can understand noun, adjective and verb. Secondly, teachers should not only use textbook in teaching English especially vocabulary, but also other materials that can make the students more interested in learning English especially kind of vocabulary. In teaching vocabulary, the teachers can use realia as one of media that is effective to stimulate the students to increase their vocabulary mastery especially noun, adjective and

verb. In the process of teaching vocabulary, teachers should take the students' attention. Thirdly, reasercher can use this reaserch finding as reference for the next research on vocabulary. Fourtly, school can motivate the institution to improve vocabulary mastery true various kinds of media.

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