IMPROVING STUDENTS' VOCABULARY ACHIEVEMENT BY USING REALIA AT GRADE VII SMP NEGERI 9 PADANG SIDEMPUAN

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Abstrak

Penelitian ini berusaha untuk meningkatkan prestasi siswa dalam kosa kata dengan menggunakan Realia. Penelitian ini dilakukan dengan menggunakan metode penelitian tindakan kelas. Subjek penelitian adalah siswa kelas VII-4 SMP Negeri 9 Padangsidimpuan yang berjumlah 24 siswa. Penelitian ini dilaksanakan dalam dua siklus, siklus I terdiri dari dua pertemuan dan siklus II terdiri dari satu pertemuan. Instrumen pengumpulan data menggunakan tes kosakata dan lembar angket untuk data kualitativ. Berdasarkan tes kosa kata, nilai siswa terus meningkat di setiap tes dan berdasarkan lembar angket ditemukan bahwa proses belajar-mengajar berjalan dengan baik. Siswa aktif, antusias, dan tertarik pada kosa kata. Hasil penelitian menunjukkan bahwa Realia secara signifikan meningkatkan prestasi belajar kosakata siswa.
Kata kunci: Meningkatkan Prestasi Kosakata Siswa, Menggunakan Realia

Abstract

This study seeks the improvement of students' achievement in vocabulary by using Realia. This research was conducted by using classroom action research method. The subject of the research was class VII-4 SMP Negeri 9 Padangsidimpuan which consisted of 24 students. The research was conducted in two cycles, cycle I consisted of three meetings and cycle II consisted of three meetings. The instruments for collecting data were used vocabulary tests and questionnaire sheets for qualitative data. Based on vocabulary tests, students score kept improving in every test and based on questionnaire sheet it was found that teaching-learning process ran well. Students were active, enthusiastic, and interested in vocabulary. The result of the research showed that Realia significantly improved students' achievement in vocabulary.
Keywords: Improving Students' Vocabulary Achievement, using Realia

INTRODUCTION
Background of the Problem

According to introductory textbooks quoted by Brown (2000), language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another. English

language is the most important one in the world. It is not only as an international communication means but also to access the science and technology. In Indonesia, English is very important for students of all levels to master in order to be able to communicate with other people from foreign countries.

In terms of English teaching, one of the language aspects taught is vocabulary. Vocabulary itself is the set of words within a language that are familiar to that person. Teaching vocabulary is one of the basic elements in achieving the basic skills. By mastering less vocabulary, the students will be difficult to transfer their idea in English.

There are some factors which cause them feel difficult to learn English. Based on the writer's experience during the teaching practice (PLP), most of the students were not interested in English as the effect they are lacking of vocabulary. Therefore, the students could not express their English in communication skills (writing, speaking, listening and reading). They assumed English was difficult task because they could not transfer their ideas, thought, and feelings in English because they have lack of vocabulary. Thus, the students always should be encouraged to study more, so that they will be able to communicate fluency by the mastery of more vocabulary in other words, the more the students master the vocabulary the better understanding the students will be in English communication skills.

From the previous observation, the writer could say that most of students faced many problems in mastering English words. The problems are (1) Difficulty in memorizing new vocabulary. (2) Passivity of students' when learning so that there is a lack of interaction between teachers and students. (3) Teaching material merely focus on the student handbook and no teaching media was relevant.

The problem now is how to teach English and what teach? How to teach the students deals with method of teaching, what to teach concerned with the materials of teaching. In other words, teaching and learning process is mainly problem in good teaching presentation. A professional English teacher should be able to study the characteristics of the students.

METHODOLOGY

This research based on classroom action research. According to Wallace (1998), action research is defined as the systematic collection and analysis of data relating to the improvement of some aspect of professional practice. The purposes of action research were to improving the quality of studying practice, to find solution and to solve the problem. There were four phases each of cycle, namely: 1) planning, 2) action, 3) observation and 4) reflection. Actually if the result failed it would be continued to next cycle by renewing the previous steps to solved the problem.

The subject of this research was the first year students of SMP Negeri 9 Paadang Sidempuan. The subject of the research was one class which consisted of 24 students. The reason for choosing this class was because the writer assumed that those students in the class would show the significant improment in their vocabulary. The writer had chosen VII-1 class.

In collecting data, the data will be collected by using quantitative and qualitative data. In collecting quantitative data, the writer used vocabulary test as the

instrument to measure their ability in vocabulary. The test will be given to students with 20 multiple choices based on Realia. It will be analyzed the students' learning level. The qualitative data was the questionnaire sheet. The writers will questionnaire the students to know their weakness and their problems in learning (Realia). This research used quantitative data. The quantitative data analysis was getting from the result of studies after followed by using Realia. All the data was collected, the data collected through pre-test and post-test.

RESULTS AND DISCUSSION

Based on the results of quantitative data, it found that the application of realia had successfully improved students' achievement in vocabulary. In the first meeting, the students were given the writer test I (pre-test). From the test I, it was found that students' achievement was still low in vocabulary. They were lack of vocabulary, they felt difficult to remember the words, and they were bored to memorize vocabulary. Next, the first cycle of classroom action research was conducted and Realia was applied at the first time. Although they still had problem, the result of cycle I was better than that of vocabulary test I and after the writer conducted the second cycle, the result was better than that the first cycle. In another words, based on the quantitative data, the students' vocabulary became better in every vocabulary test. It indicated that the application of Realia was effective because it improved students' achievement in vocabulary.

The qualitative data to support this research finding beside quantitative data (students' vocabulary scores). The qualitative data taken from the observation and questionnaire sheet. Observation results showed that the students gave their good attitudes and responses during the teaching and learning process. Even though they got problem at the first time but they could handle their difficulties and enjoyed their lesson by the process of time. They became more active and interested in vocabulary. The questionnaire report showed that students strongly agree that the implementation of Realia helped them in vocabulary.

CONCLUSION AND SUGGESTION
Conclusion

Based on the results of the data analysis presented in the previous chapter, it is known that the average score of students in the first cycle of the first meeting was very low, before the Realia media was applied. In the first cycle of the second meeting the average value of students increased after the Realia media was applied. In cycle II, the students' average scores were significantly higher than those in cycle I. It can be said that there was a significant increase in student achievement in vocabulary using Realia.. It can be seen from the improvement of mean of students' score, namely: the mean of the vocabulary tests I (40,62%) increased to the mean of the vocabulary test II in cycle I (82,08%) and to the vocabulary test III in cycle II (91,04%). The score continuously improved from the vocabulary test I to the vocabulary test III in cycle II. Observation results showed that the students gave their good attitudes and responses during teaching and learning process by using Realia. Questionnaire sheet report showed that strongly

agree that the implementation of Realia had helped them in vocabulary. So, it can be concluded that the application of Realia significantly improved students' achievement in vocabulary in class VII-4 SMP Negeri 9 Padang Sidempuan.

Suggestion

The study showed that the application of Realia could improve students' achievement in vocabulary based on which some points are suggested, as follow: (a) For the headmaster should motivate and support the school organization to made program the related English which supported for achievement to increase their ability in English especially in speaking (b) For the English teacher are suggested to use Realia in teaching vocabulary because this media helps the teachers to develop their vocabulary, and build the students' motivation to study. (c) For students must master the vocabulary in English in order to sspeak English is very important for their class communication and English is an international language that will be useful to you wherever you are. Use your time well to study especially to improve English skills. (d) For the readers who are interested for further study (university students') related to this research should explore the knowledge to enlarge their understanding about how to improve vocabulary and search another reference.

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