

**THE EFFECT OF REAL OBJECT TOWARDS STUDENTS'
VOCABULARY MASTERY AT SMP NEGERI 35
MAKASSAR**

SKRIPSI

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
BOSOWA UNIVERSITY MAKASSAR**

2017

**THE EFFECT OF REAL ABJECT TOWARDS STUDENTS'
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**Submitted in Partial the Fulfillment of the Requirements for
the Sarjana Degree (S.Pd)**

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PERNYATAAN

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ILHAM. T

ABSTRAK

Ilham. T. “*The Effect of Real Object Towards Students’ Vocabulary at SMP Negeri 35 Makassar*” (Dibimbing oleh Herman Mustafa dan Rampeng)

Tujuan penelitian ini adalah untuk mengetahui efek dari *benda nyata* terhadap kemampuan kosa kata siswa. Hasil penelitian ini diharapkan dapat bermanfaat bagi siswa dalam memperkaya kemampuan kosa kata, dan dapat membantu guru lebih kreatif.

Metode penelitian yang diterapkan adalah pre-experimental *method* dengan menggunakan pre-test, treatment, dan post-test. Sudjek dari penelitian ini adalah kelas VII-2 SMP Negeri 35 Makassar tahun akademik 2017/2018. Penelitian ini menerapkan total sampling, dengan jumlah sampel sebanyak 21 siswa.

Hasil analisis data menunjukkan bahwa terdapat pengaruh yang signifikan dengan menggunakan metode benda nyata sebagai media dalam proses pembelajaran sebagai kosa kata. Hal ini dapat dilihat dari nilai siswa tersebut menunjukkan bahwa penggunaan *benda nyata* dapat berpengaruh pada penguasaan kosa kata siswa di kelas VII-2 SMP Negeri 35 Makassar.

kata kunci : Pengaruh, Benda Nyata, Kosa Kata

ABSTRACT

Ilham. T. 2017. The Effect of Real Object Towards Students' Vocabulary at SMP 32 STATE Makassar (supervies by Herman Mustafa and Rampeng).

The purpose of the research was to know the effect of real object towards students' vocabulary. The result of this study are expected to be useful for students to enrich the ability vocabulary, and it can help teachers to be more creative.

The research method applied is pre-experiment method using a pre-test, treatment, post-test. The subject of this research is VII-2 class at SMP Negeri 35 Makassar academic year 2017/2018. This research applied total sampling technique, with a total sample of 21 students'.

The result of data analysis shown that there is a significant effect of students' vocabulary by using Real Object as a media in the learning process. It could be seen from the value of the test. The t-test value is 12,12 and the t-table value wa 2.086. It means the t-test value is higher than the t-table value. Those values shows that the use of real objects have effect towards students vocabulary mastery of the first year students at SMP Negeri 35 Makassar.

Keywords: Effect, Real Object, Vocabulary.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah, the greatest praise and gratitude to Allah SWT who has been guiding him. No words can describe his feeling to finish this Skripsi. Therefore, the writer would like to express his great gratitude and appreciation, especially to :

His beloved parents Tasilang and Sawi for their best support, prayer, sacrifice, contribution, and expense in the writer's life.

The dean of the faculty of Teaching and Education Science, Dr. Mas'ud Muhammad, M.Si also to this deputy, Hj. Restu January, S.Pd., M.Pd as head of English Education Department and all the lecturers especially Muliati, S.Pd., M.Hum., M.Ed who has taught and guided him. It is unforgettable and very useful for the writer. The staff for their hospitality as well.

Dr. H. Herman Mustafa, M.Pd as his first supervisor and Rampeng, S.Pd., M.Pda as his second supervisor for their invaluable help, advice, suggestion, and correction for his Skripsi, as well as for their encouragement toward the completion of his study.

Parenrengi, S.Pd., M.Pd as the headmaster of SMP Negeri 35 Makassar and the English Teacher Muhammad Taufik, S.Pd who has allowed the writer to do his research at school. The writer does not forget to say many thanks to all teachers and students of VII-2 class SMP Negeri 35 Makassar for their help and participation in this research.

The deep gratitude to his beloved elder sister "Fatima, Masdia, Ramlah, and elder Brother "Rizal". The writer also expresses thanks to all

of his friends at Hipma Matra Makassar : Sirajuddin Amien, Faisal G, Kisman, Rizal, Subhan, Kezia Kartika, Asriani Salam, Nurnaningsih, Suci Kurniawati, Nensi T, Puspita Dewi, Elha Yaniari, Nurul Bariyah, Rizka Pratiwi, Akbar Basri, Risman, Rian who are always being there for the the writer need and for those who could not be mention one by one.

The writer realizes that this Skripsi is less than perfect. That is why the writer really respects the readers' critics and suggestions in improving this Skripsi. Finally, the writer hopes that this Skripsi can be references and literatures for all the readers.

Makassar, Maret 2017

The Writer



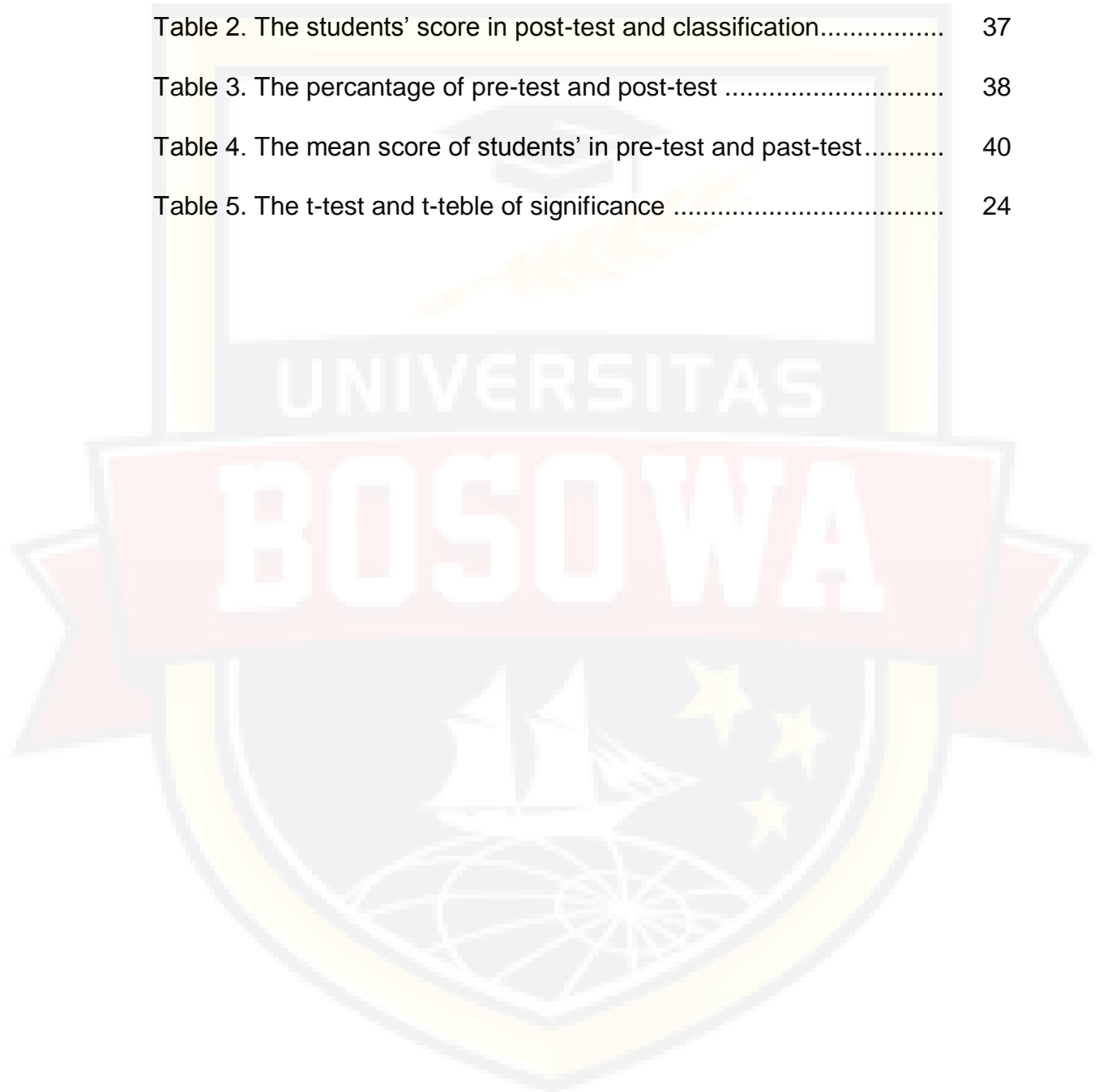
LIST OF CONTENT

	Page
PAGE OF TITLE	i
PAGE OF APPROVAL	ii
PERNYATAAN	iii
ABSTRAK	iv
ABSTRACT	iv
ACKNOWLEDGEMENT	vi
LIST OF CONTENT	viii
LIST OF TABLE	x
LIST OF PICTURE	xi
LIST OF APPENDIX	xii
CHAPTER I: INTRODUCTION	1
A. Background	1
B. Problem Statement	5
C. Objective of the Research.....	6
D. Significance of the Research	6
E. Scope of the Research	7
CHAPTER II: REVIEW OF RELATED LITERATURE	8
A. Some Related Research	8
B. Some Pertinent	10
1. Definition of Researchh.....	10
2. Types of Vocabulary	11
3. The Importance of Vocabulary	13
4. The Principles of Teaching and Learning Vocabulary.....	13
5. Procedure of Teaching Vocabulary	16
6. Vocabulary Mastery	17
C. Real Objects	18
1. Definition and Functon of Media	18
a. Definition of Media	18
b. Function of Media	19
2. Definition of Real Object	20
3. Kinds of Real Object	20

4. Technique in Teaching Vocabulary by Using Real Object.....	20
5. Phase of Using Real Object.....	21
6. Why use Real Object?	22
7. Advantages of Using Real Objects.....	23
D. Resume	23
E. Theoretical Framework	23
F. Hypothesis	25
CHAPTER III: METHODE OF THE RESEARCH.....	26
A. Research Design	26
B. Research Variable and Operational Definition	26
C. Population and Sample.....	27
1. Population	27
2. Sample	27
D. Instrument of the Research	27
E. Procedure of Collecting Data	28
F. Procedure of Collecting Data	31
CHAPTER IV: FINDINS AND DISCUSSION.....	35
A. Findins	35
B. Discussion	42
CHAPTER V: CONCLUSION AND SUGGESTION.....	46
A. Conclusion.....	46
B. Suggestion.....	46
BIBLIOGRAPHY	47
APPENDECES.....	50
BIOGRAPHY.....	87

LIST OF TABLE

	Page
Table 1. The students' score pre-test and calssification.....	35
Table 2. The students' score in post-test and classification.....	37
Table 3. The percantage of pre-test and post-test	38
Table 4. The mean score of students' in pre-test and past-test.....	40
Table 5. The t-test and t-teble of significance	24



LIST OF FIGURE

1. Conceptual Framework	34
2. Design of Pre-experiment.....	25



LIST OF APPENDIX

	Page
Appendix 1. Lesson Plan	51
Appendix 2. Instrument of Research Pre-test and Post-test.....	55
Appendix 3. The key answer pre-test and post-test	58
Appendix 4. Answer Sheet	59
Appendix 5. The Table Score of the Students' pre-test and post-test..	77
Appendix 6. The table percentage of students' pre-test and post-test	78
Appendix 7. The mean score of students' pre-test and post-test	79
Appendix 8. The standard deviation of students' pre-test and post-test	80
Appendix 9. The significance deference between students' pre=test and post-test.	82
Appendix 10. Distrubution of t-table	83
Appendix 11. Documentation	84
Appendix 14. Biography	87

CHAPTER I

INTRODUCTION

This chapter consists of background, problem statement, objective, significance, and scope of the research.

A. Background

Language as a means of communication is very useful and flexible. It can serve the human needs in their communication in any situation. Language is really rich and beautiful. We can express almost everything such as thoughts, actions, ideas, emotions, and acts. Language can also be used to transmit culture from generation to generation. By language we can know the culture from the primitive civil to the modern one.

English is learnt in Indonesia as the first foreign language, since it plays an important role in an international communication, mastering English both written and spoken are absolutely needed, especially for Indonesian people who live in a developing country. Besides, it is useful to follow the globalization era to become a modern nation. Thus, English is taught formally in high school as a compulsory subject, even the elementary schools today have begun to introduce English in their curriculum.

In studying English we know about two important elements. They are language skills and language component. There are four language skills, that is, speaking, writing, listening, and reading. Besides, there are

three language components namely vocabulary, grammar, and pronunciation. Skills and component of language are highly related each other. Mastering language components can improve the four English skills.

One of the language components that plays an important role is vocabulary. The first step that we must know and master is vocabulary. Words of a language are just like bricks of a high building. Despite quite small pieces, they are vital to the great structure. (Ma Zhan-Xiang:2004:57). The national reading panel states that the larger the students' vocabulary, the more adept they are at understanding text (National Reading Panel in Willis, 2000:65). When students build vocabulary mastery, they can communicate their ideas, knowledge, and voice more effectively.

Vocabulary is one of the important things in learning English. Learning vocabulary for young learner is fundamental because the ability of students to learn English especially to read well at comprehending the subject is determined by vocabulary competence. If the learners have no or lack of vocabulary, the ability to communicate and to convey their need could not be established. (Sungkono, 1996:67)

There are many students cannot speak English well because they have very limited vocabulary. It happens not only for speaking but also in the other skills such as reading, writing, and listening. They cannot understand what they read and listen because they lack of vocabulary.

Welter in (Wilkins 1997:71) stated that the fact is without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

Besides, vocabulary is one of the important elements that effects English. It is impossible to express our ideas, emotions, feeling, and desire without vocabulary. Mastering vocabulary is very essential for the students to learn a language, although it is as a foreign language such as English. The main problem that the student meet in learning English is they lack of vocabulary. That is why the English teacher must find the solution. They must be able to motivate the students to learn English because a lot of students do not like English so far. So, it is the challenge for English teacher to make the student interest to study English by various method and technique.

Based on the observation that the writer has done, he found that there were two problem resources at SMP 35 Makassar especially the first graders in improving students' vocabulary. These problems came from the teacher and students as well. The English teacher still used conventional method. He teaches without seeing the need of the learner. He should know what the students need. Besides, the way he teaching English makes the students uncomfortable in learning English. It can be seen from their behavior. They always go outside the class although the learning process is done for some reasons. Besides, they always talk to one another so it disturbs the other students. Why does it happen? The

teacher should pay attention to those problems and try to find out the solution.

Based on the problems above, the writer concludes that the teacher should insert the students' habits like the problems above. The students always go outside the class although learning process is still done. Why does not the teacher invite them go outside the class and learn there? Learning outside the class or at school environment can solve most of the students' problem such as uncomfortableness, feeling under pressure, and ignoring the purpose of learning activity.

The other fact that the writer found based on the observation is by assigning the students to look for and write the vocabulary as many as possible. They mastery is they still lack of vocabulary. Most students at SMP 35 Makassar especially at the first year only master 17 until 39 words. According to English curriculum, 1994 in Lembaga Penjamin Mutu Pendidikan, students at junior high school should mastery 1000 words. If we compare it to vocabulary mastery of the first year students of SMP 35 Makassar, it is beyond expectation.

In presenting a subject matter, especially for children at the age of 7-12 years, it is easier to understand when it presents the material of cognitive development because they are still at the concrete operational stage. Piaget opinion (in Sungkono, 1996) distinguishes several phases in the cognitive aspects such as sensor motor stage, pre-operational and formal operational phase. Furthermore, Piaget (in Sungkono, 1997)

explains that children at the age of 7-12 years are still in the concrete operational phase depending on real object.

Besides, a child's learning experience begins from direct experience to the abstract. In order to obtain direct experience, a complete and deep impression of what he learns is suitable when childhood age children (7-12 years) learning through real objects / the original object (Edgar Dale in Sungkono, 2010:82). One way to achieve the optimal goal of learning is using media directly in the object / real objects shape (Madechan & Brillante Nena & Syaodih Desiana in Ibrahim, 2003:74), because the real object would stimulate the students in learning various things especially something to developing skills, such as skill in problem solving.

There is a statement said that, more sense you used in learning something, the better and quicker to you to understand. With this media, the learners can see, touch, and experience something related to vocabulary because it is related to the need and condition of the learners.

Considering the statement above, the writer is interested in using real object in teaching English. The research is entitled "The effect of the real object towards students' vocabulary mastery at SMP Negeri 35 Makassar"

B. Problem statement

Based on the background above, the writer would like to formulate the problem as follow.

“Is there any effect of real object to the students’ vocabulary at SMP Negeri 35 Makassar?”

C. Objective of the research

Based on the problem statement above, the objective of this research is to find out whether using real object towards students’ vocabulary mastery at SMP Negeri 35 Makassar has any effect or not.

D. Significance of the research

The writer expects that this study will be useful information to students, teachers and readers both theoretically and practically.

1. Theoretical:

- a. The finding of this research enriches the theory of students’ vocabulary mastery
- b. The result of the research could be a useful input in English teaching learning process especially to teaching vocabulary using real object.
- c. The finding of the research could be the reference for those who want to conduct a research in English teaching-learning process.

2. Practical:

- a. The research effects the writer himself in mastering English.
- b. The teachers and students at SMP 35 Makassar obtain a large knowledge of teaching vocabulary using real objects.

- c. The finding of this research would be useful to the readers who are interested in analyzing vocabulary mastery of students as a comparison matter.

E. Scope of the Research

The scope of the research was limited to the real objects in the effect of real object towards students' vocabulary mastery at SMP Negeri 35 Makassar. This research focused on an active vocabulary as one aspect of English teaching, the material selected the words (noun) stated in English textbooks for junior high school, which had been taught to the first year students at SMP 35 Makassar. The vocabulary items presented was noun. In the activity, the students worked alone and in pair to look for words around the school.

CHAPTER II

REVIEW RELATED LITERATURE

This chapter deals with some related research findings, some concepts of vocabulary, concepts of word of school environment, resume, theoretical framework and hypothesis.

A. Some Related Researches

In learning vocabulary, the students are cashier to master the vocabulary if they are given opportunities to recognize and practice. Some of the previous findings related to this research are listed briefly.

1. Susianti (2011:86) in her research used maritime vocabulary to increase vocabulary mastery of the students of SMK Bahari Parepare.

She used maritime vocabulary because the population of her research was in the maritime area. The students always met something related to their activities such us part of ship, such as an anchor, a compass, binocular, etc. The result of her research was successful. It was similar to the writer's research. Both of theirs used word around their environment although in different place. Susianti used maritime vocabulary and the writer used vocabulary around the school as the real object.

a) (Perkasa 2010:74) used jumble letter technique in effect vocabulary of the Students of SMP Negeri 1 Lappariaja Bone.

Game is the method given to the students in order to motivate them to learn. If the students are motivated in learning, then whatever the subject is, it will affect their ability. Besides, game is enjoyable and the students can have fun with it. Those are the main reason why he used this technique to affect vocabulary.

Related to the research above the writer will use real object in teaching vocabulary to the first year student at SMP 35 Negeri Makassar. This media enables students to enjoy and have fun with the learning process because the students do not only learn in the class but also outside the class.

b) Fahmi (2010:65), in his research “the students’ interest in learning vocabulary at outdoor class based on their perception”.

Fahmi concluded that learning at outdoor class can motivate the student because it gives many opportunities to them to develop their abilities. Besides, it is enjoyable. Similarly, the research will invite the learners to go outside the class to study English using real objects but the material that they will get is about the vocabulary around the school.

Based on previous research above, the writer concludes that using real objects as a media make the students remember things faster and better because they enjoy the learning process. In teaching vocabulary, it is easier to the students to master the word if they are given time to recognize the word. We know that the real objects can stimulate the students to use their abilities and help the students mention the words.

The findings above can support the reason of this research. In addition, the writer could use the findings above as a basic foundation for this research.

B. Some Pertinent Ideas

1. Definition of Vocabulary

Several scholars have their opportunities about what vocabulary is. They are as follows:

- a. Carter (1987:87) said that vocabulary is the words having meaning when heard or seen even though not produced by the individual himself to communicate with other.
- b. Good (1959:76) wrote that vocabulary is the content and function words of language which one learned so toughly that become of part child understanding, speaking, and later reading and writing.
- c. Oxford Advanced Learner's Dictionary of Current English points out some definitions of vocabulary:
 - 1) Total number of word which make up a language.
 - 2) Range of word known, or used by a person in trade, profession act.
 - 3) Vocabulary is total number of word that make up a language.
 - 4) Vocabulary is list of words with their meaning, especially one that accompanies a textbook in foreign language.

Based on the definition above, the important point of definition is the vocabulary or words influence people to make up the language. They are sometimes arranged alphabetically with their meaning, recognized,

and understood by particular person in speaking, listening, reading, and writing.

2. Types of Vocabulary

Similarly, Legget et al (1982:71) pointed out that in a sense, everyone has the types of vocabulary:

- a. Passive or recognition vocabularies, which are made up of the words, one recognize in the context of reading material, but he does not actually use himself.
- b. Active vocabulary, which consists of working words, one uses daily in writing and speaking.

Schell (1967:84) stated that three are kinds of vocabulary, they are: active vocabulary, the words we customarily use in speaking.

- a. Reserve vocabularies, the words we know but we riley use them in ordinary speech. However, we use them in writing letters.
- b. Passive vocabulary, the words we vaguely, but we are not sure of the meaning. We use them in a other speech or writing and we just know them because we have seen them before.

For meaning is more specific, Penny Ur (1996: divided vocabulary onto four kinds as follows:

- a. Oral vocabulary is the words that come readily to one's finger vocabulary.
- b. Writing vocabulary is the words that come readily to one's finger vocabulary.

- c. Listening vocabulary is the stock of words to which one responds with meaning and understands in speaking to others.
- d. Reading vocabulary consists of which in the writing of others.

In addition Harmer in (Parkasa 2010:72) stated that vocabulary that is the stock of the lexical item in a language. For the purpose of teaching in learning activities, we classify the lexical item into two types:

- a. Receptive (passive) vocabulary refers to words or lexical item which can only be recognized and comprehend in the contest of listening and reading material, but which they will probably not be to produce in speaking and writing.
- b. Productive vocabulary refers to words which we recall and recognize with they are able to use appropriately in speaking and writing

A receptive lexical item very often switches gradually to become productive one. Over period time, item is repeatedly heard and read, so that a transition from receptive to productive takes place. The process can be speeded up if the teacher is able to make an issue of them, clarifying its meaning and form and encouraging and appropriate practice Nurmala in Perkasa (2010:58).

Based on the definition above, the writer concludes that vocabulary affects all four skills: listening, speaking, writing, and reading.

3. The Importance of Vocabulary

Vocabulary is a main basic to construct the ability in speaking and listening in oral communication. Without mastering the vocabulary people cannot communicate their ideas, emotions, and desires because vocabulary is very important for understanding of knowing names of thing, action and concepts, acquiring, adequate. Having a wide knowledge of structure or competence every English skill is not enough if our vocabulary is supposed to be a crucial requirement in studying English.

4. The Principles of Teaching and Learning Vocabulary

There are nine principles of teaching and learning vocabulary indicated by Wallace (1989:69), they are as follows:

a. Aim

In teaching vocabulary we have to be clear about what aims, how many of vocabulary listed and we expected the learners to be able to do? If it is not clear at this point, it will be difficult to assess how successful the vocabulary learning has been attained.

b. Quantity

Having decided on what involved in vocabulary learning, we our students can learn. If may decide on quantity of vocabulary to be taught, the number of new words that we expect the words taught become parts of students active vocabulary, then put the number of words as low as round

five to seven new words. Clearly, the actual number was too many new words, the students may become confused, discouraged and frustrated.

c. Need

Not in most cases, the choice of vocabulary taught to the students, the course books the teacher uses are syllabus. In any cases, the teacher choosing the vocabulary they are going to teach will be related to the aim of the course objectives of individual lesson. It is also possible for the teachers, in a sense, to put the responsibility of choosing vocabulary to teach to the students. In other words, the students are put in the situation where they have to communicate the words as they need them to use as the information.

d. Frequent Exposure and Repetition

In teaching and learning vocabulary, there has to be certain amount of repetition until there is evidence that the students have learnt the target words. The simplest ways of checking that the learning has been done is by seeing whether the students can recognize the target words and identifying their meaning. If the to be part of the students productive vocabulary, they must be giving opportunity to use them, as often as necessary for them to recall the words at all with the correct spelling and pronunciation and identify their meaning.

e. Meaningful presentation.

In the presentation vocabulary lesson, the students must have specific presented in as much a way their denotation and references are perfect and unambiguous.

f. Situational Presentation

The words presented should be appropriate to the student's situation, with a favorable condition, enough time consuming and convenient method. The students will automatically success in learning vocabulary.

g. Presenting Words in Context

Words rarely occur in isolation, so it is important for the students to know the usual collocation that words occurs in. So from the very beginning, the word must appear its natural environment as it was aiming. The word must appear its natural collocates with collocation are the words that the community associated.

h. Learning Vocabulary in the Mother Tongue and the Target Language.

There are five steps to learn or to achieve vocabulary in the mother tongue and in the target language as follow:

- 1) There is a felt need
- 2) The mother tongue learner mostly control his own of learning.
- 3) The mother tongue is exposed to an enormous quantify of his own language in addition, has tremendous scope for repetition of what he learns.

4) The language is nearly always encountered in appropriate and in the appropriate context.

5) Since the words are learned as they arise out of fact need in particular situation, they usually have a clear denotation.

i. Inference Procedure in Vocabulary Meaning

Inference is also one of the strategies in learning vocabulary in which the learners are helped on a practice by using definite knowledge to have a clear understanding the words they learn. The students infer the meaning a clear understanding the words they learn. The students infer the meaning of words by listening or reading then used in certain context and certain situation. A new vocabulary should not co-occur with difficult structure and certain amount vagueness the meaning of word must be expected.

5. Procedure of Teaching Vocabulary

In order to create a successful vocabulary teaching, the teacher should have procedure of vocabulary teaching. Related to this, Asriana (1998:) stated that procedure in teaching vocabulary is vocabulary selection technique.

There many words in English and it is obvious that it is impossible for teacher all the word of it. He has to select the kinds of words he intends to each a large number of relatively useless words. In short, the first consideration in vocabulary selection is the usefulness of the vocabulary and the justification of the time and energy used teaching it.

The chief problem here is the necessity of foreseeing the need the learners. The selected vocabulary items should meet the needs of the learners. Thus the teacher should give full attention to purpose, level and duration.

6. Vocabulary Mastery

Vocabulary mastery is one component to mastery English as a foreign language in elementary, intermediate levels. The larger the students' mastery vocabulary, the students will find difficulties in mastering reading and other skills.

Vocabulary mastery means the students having ability in understanding and using the vocabulary. Vocabulary mastery itself deals with words and meaning. The students are not only hoped to select with what words are suitable to the students. So the students will learn more easily.

There are several categories learner can mastery vocabulary, the learner:

- a. Is able recognize it in its spoken and written form.
- b. Is able to recall it at will
- c. Is able to relate it to appropriate objects or concepts
- d. Can use it in the grammatical form
- e. Can spell it correctly
- f. Is able to pronounce it in a recognizable ways
- g. Knows in what ways it can combine with others words

- h. Is aware of its connotations, and
- i. Can use it on appropriate level of formality and inappropriate situation

(Sumarni in Wallace,2008:56)

C. Real Object

1. Definition and functional of media

a. Definition of Media

The word media comes from the Latin and is the plural from of medium which literally means the intermediary or the introduction or introductory message from the sender to the receiver of the message.

There are many restrictions given about media. For example, Association of Educational Communications and Technology in America stated that media is all forms and channels used to distribute the message / information. (Gagne 1977:76) stated that the media are all types of components in the environment that can stimulate students to learn. Meanwhile, (Briggs 1977:87) argues that the media is all the physical tools that can present the message and stimulate students to learn.

Whatever the limits given, there are equations that can be combined that the media is anything that can be used to deliver messages from the sender to the receiver so that it can stimulate the thoughts, feelings, concerns and interests as well as students' in such a way that learning occurs. (Sadiman at al, 2002:54)

b. Functions of Media

Media can be used to overcome the boredom of the students, if students are interested in what they do, they will enjoy the learning process and understand the material provided (Ur, 1988:68). The same thing was also expressed by (Be Porter and Hernacki 200) in his book Quantum Learning, that the visual media / props to create an optimal environment, both physically and mentally. The most important thing is that the media can encourage students to speak, write, and by using media teaching and learning process and the relationship between teacher-students will be tied more effectively affectively.

According to (Sukmawati 1996:73), there are some advantages to gain by using media that is:

1. Increase student motivation
2. Prevent boredom students in following a process of learning
3. Make the learning process run more systematic
4. Easier for students to understand the instruction of teacher in teaching and learning
5. Empowering students' understanding in the context of learning expected.

In Sydney Micro Skills, learning media serve:

- 1) To generate and maintain student interest.
- 2) To stimulate students brain to think with a concrete foundation.

- 3) To obtain a high level of understanding in an efficient and level of permanence in student learning.

2. Definition of Real Object

Real objects are the thing we come in contact with every day (Soulier, J Steven, 1981:72). Real object is very thing around us and which we will find it easily (Agustiwi, 2009:83).

3. Kinds of Real Object

The original objects have a range of highly variable but it can be classified into two terms (Sungkono in Degeng, 2010:54) the object and the object/item sample (specimen). Objects are all of thing still in original condition, as naturally as he lives and resides. While the object / item sample (specimen) is the original objects of part of the original object that is used as a sample. So the specimen is a small object that represents original object.

4. Technique in Teaching Vocabulary by Using Real Object.

There are two techniques that can be taken to learn through actual object that is: “bring the classroom to the outside world” and “bring the world into the classroom”. In order to obtain an overview of these techniques, it will be described below:

- a. Brings the classroom to the outside world.

It means that the child in learning the material through real object, for example field trips. Field trips is a learning activities that are carried out to visit a place or object outside the classroom as an integral parts

(integral) of all academic activities in order to achieve specific educational goals. For example, in teaching and learning science will be studied with animal themes, teacher can invite students to the zoo to study and observe the animals of both the animal's habitat, size, voice, food, number of legs, and movement.

b. Brings the world into the classroom.

The students learn subject matter through the original object/real object, the object is in the form of the original sample (specimen) was brought into the classroom. For example in studying the topic of grains, the teacher or students can bring different types of grains such as peanut seeds, beans, Bogor nuts, red beans, green beans, soybeans either black or white, into the classroom to observed, classified and studied or learned student.

5. Phase of Using Real Object.

The use of real object in the learning process needs to take some steps, Steven (Souler 1981-13) suggested six step that need to take, namely:

- a) prepare yourself
- b) prepare environment and equipment
- c) prepare student
- d) prepare the media
- e) prepare evaluations (student use teacher)

6. Why use Real Objects?

The brain first recognizes the sensory input from seeing, hearing, and visualizing in separate but interrelated regions. (Willis. 2008:54)

All skills that build with practice, multiple exposures to vocabulary word using a variety of multisensory activities that include seeing, hearing, visualizing, and manipulating words in multiple contexts, alone and with classmates can build students' abilities to own only the words, but also the meaning of text. (Willis, 2008:91).

Statements above assume that learning vocabulary by using all of our sense, such as, eyes, ear, touch and the other can support in mastering vocabulary. It can happen not only in classroom but outside the class or at the school environment as well.

Another reason why the writer use real object with the vocabulary around the school environment material is to improve vocabulary because environment is believed to affect significantly to brain development. Individual experience is the greatest environment aspects of its influence on the development of individual brain. Experience will help the relationship between neuronal activities. Chemo affinity hypothesis is a concept that describes when the nerve cells or axons and dendrites (neuron) will give signal or command to the brain about which way is right and should be addressed by individuals, and it is shaped by experience. In addition, the culture as part of the human environment, it also helps the development of the human brain, (Ichikas, 2011:83).

7. Advantages of Using Real Objects

Real Object has come advantages in teaching English vocabulary.

They are:

- a. Real object gave students motivation to use their abilities
- b. Real objects can increase the ability to memorize the word
- c. Real objects can make the learners fun and relax
- d. Real objects is very practical and make sense to learn as faster as possible

D. Resume

The English teacher have challenging task ways to motivation students to learn English. Teaching vocabulary has been presented in many methods and techniques and should be taught in various ways so that the students can be interested in learning it and improved their vocabulary mastery.

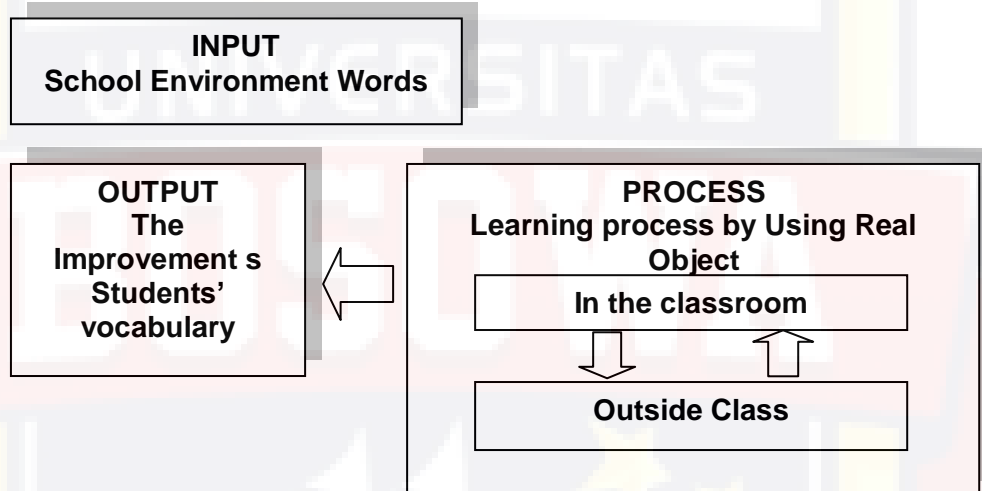
By using real objects in teaching vocabulary is expected to solve problems because this media has advantages. Using real object in teaching vocabulary that will be more interesting and enjoy able to the students and at last will bring very significant different to their. Briefly, supplementing regular lesson by large activities usually motivates the students who are shy, passive, to become active participants.

E. Theoretical Framework.

Vocabulary is an aspect to support language component skills. Teaching vocabulary is hopefully of variation to make students impressed

and avoid boring. There are some various activities can be done in teaching English vocabulary. One of the various activities is the use of real object. This is very one of interesting enjoyable activities. This media can motivate students to learn more vocabulary and hopefully to be better meaning.

The theoretical framework underlying this is presented in the following diagram.



Input : This input refers to the material of teaching vocabulary

Process : Process refers to the implementation of the input variables by using real objects

Output : the output refers to the students' improvement in vocabulary

F. Hypothesis

This research presents the hypothesis as follow:

Null Hypothesis H_0 : The use real objects does not significantly improve the vocabulary mastery of the students.

Alternative Hypothesis H_1 : The use of real objects significantly I improves the vocabulary mastery of the students.

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CHAPTER III

METHOD OF THE RESEARCH

This chapter presents the research design, research variables, populations and sample instrument of the research, procedure of collecting data, and technique of data analysis instrument of the research, procedure of collection data, and technique of data analysis.

A. Research Design

The method of the research was pre-experiment with one group pre-test and post-test. The schematic representation of the design was presented as follows:



Where :

01 = pre-test

X = Treatment by using real objects

02 = Post-test

(Gay:2006)

B. Research Variable and Operational Definition

In this research, there were two kinds of variables. They were independent variables and dependent variables. The independent variables were the use of real objects and the dependent variable were the use of vocabulary mastery of the first year student at SMP Negeri 35

Makassar. Vocabulary mastery is defined as an ability to combine skill or knowledge of words that is used to express meaning, in case of the physical object or idea, in form of symbols of letter in a single or more than one word. Real object is everything around us which we find easily and the materials presented in teaching were the vocabulary of school environment.

C. Population and sample

1. Population

The population of this research was the first year students of SMP Negeri 35 Makassar 2017-2018. It consisted of one class. The total number of population were 21 students.

2. Sample

The writer randomized three classes and class VII C were selected as the sample. The technique used in this research was random sampling technique. This class consisted of 21 students.

D. Instrument of the Research

The instrument of this research was the use of vocabulary test. The test was used to measure the students' mastery of vocabulary before and after application of real objects. The test consisted of 30 items. Each correct answer item was worth one score and the incorrect answer got zero.

E. Procedure of Collecting Data.

The procedure of data collection of this research were described as follows:

1. Pre-test

Before doing the treatment, the students were given pre-test to know their prior mastery of vocabulary.

2. Treatment

Before administering the students post-test, the writer gave treatment. In this step, the writer gave treatment to the students by using real objects for two meetings. All of the vocabulary materials were presented as follows:

- a. In the first meeting, the writer taught about students' and teachers' equipment and classroom parts (name, meaning, etc).
- b. In the second meeting, the writer taught about school members and outside room (name, meaning, etc).

Over all, the writer used same procedures in conducting the treatment in every meeting but in different place. The procedures in conducting the treatment were as follows:

a. Pre activity

- 1) The writer questioned and answered the matters related to students' condition.
- 2) The writer checked the presence of students.

- 3) The writer delivered the learning objectives or provided brief information about measures of the use of real objects.

b. Main activity

The procedures in teaching vocabulary are as follows.

1. First meeting (students' and teachers equipment and classroom parts)
 - a) Assigned students to look for and name the things in the class.
 - b) Checked the students' answer
 - c) Asked some students to write the answer on the board and corrected the answer
 - d) Asked some other students to read or pronounce the words that had been written on the board.
 - e) Mentioned or pronounced the name of the things. This was meant to give models of good pronunciation. Then the writer asked them to repeat the word at least twice, so that the students understood or knew more about their pronunciation.
 - f) Asked the students randomly to repeat the words that had been thought
 - g) The writer showed or pointed some things to the students, and then the students tried to describe those things
 - h) Checked the students' answers and then corrected the incorrect answer

- i) To make the activity more interesting to the students, the writer mentioned some characteristics of some things then the students guessed the name of the thing that was suitable with those characteristics.
 - j) The writer checked whether the students' answer was correct or incorrect.
 - k) The writer asked the students to correct the wrong answer.
2. Second meeting (clinic room and computer laboratory particulars)
- a) Before continuing the lesson, the teacher invited students to study outside the class, this time the teacher reached under the tree in the yard
 - b) Assigned students to look for and name of school members and things outside room
 - c) Checked the student's answer
 - d) Asked some students to write the answer on the board and corrected the answer.
 - e) Asked some other students to read or pronounce the words that had been written on the board.
 - f) Mentioned or pronounced the name of the things. This was meant to give models of good pronunciation. Then the writer repeated the word at least twice, so that the students will understand or knew more about its pronunciation.

- g) Asked the students randomly to repeat the words that had been taught
- h) The writer showed or pointed some things to the students again and then the students tried to describe those things.
- i) To make the activity more interesting to the students, the writer mentioned some characteristics
- j) The writer checked whether the students' answer was correct or incorrect.
- k) The writer asked the students to correct the wrong answer.

c. Post activity

- 1) To know whether the students understand about the materials that have been tough or not, the writer asked the students by showing or pointing the thing and then they answered orally and in written form.
- 2) Summarized the material
- 3) Closed the class

3. Post-test

The post test were given to the students after treatment. It aimed at knowing whether the students had improved in vocabulary use of real object or not.

F. Technique of Data Analysis

The data collected through the test were analyzed using quantitative analysis. The research employed the formula as follows.

1. Scored the students' answer of pre-test and by using the following formula:

$$\text{Score} = \frac{P}{N} \times 100$$

Where:

P = Number of correct answer

N = Number of item

(Gay:2006)

2. Classified the score of the students' answer into seven levels, which were based on junior high school grade classification as follows:

NO	CLASSIFICATION	SCORE
1	Excellent	95-100
2	Very good	85-95
3	Good	75-85
4	Fairly good	65-75
5	Fair	55-65
6	Poor	45-55
7	Very Poor	0-45

(Depdiknas:2006)

3. Calculated the frequency and rate percentage of the students' score by using formula:

$$P = \frac{Fq}{N} \times 100$$

Where:

P = Percentage

Fq = Frequency

N = The number of students

(Gay:2006)

4. Calculated the mean score of the students by using the formula:

$$\bar{X} = \frac{\sum x}{N}$$

Where:

\bar{X} = Mean

$\sum x$ = The sum of all score

N = Total number of subjects

(Gay:2006)

5. Found out the standard deviation of students' answer by using this formula:

$$SD = \frac{D}{\sqrt{\frac{\sum X^2 - \frac{(\sum D)^2}{N}}{N-1}}}$$

Where:

SD = Standard deviation. □

$\sum X$ = Total raw score

N = Total number of student

(Gay:2006)

6. Calculated the value of the test to indicate the significance of the difference between the two means. The formula was as follows:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where:

t = Test of significance

\bar{D} = The mean of the different score

$\sum D^2$ = The square of the sum of the different score

N = Number of student

1 = constant number

(Gay:2006).

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of the result found in the field of research and discussion which explains and interprets the findings.

A. Findings

This part covers the finding of the research “The Effect of Real Object Towards Students’ Vocabulary Mastery at SMP Negeri 35 Makassar”. Its findings are score of the students’ pre-test and post-test, mean score and standard deviation of pre-test, frequency and rate percentage of the students’ score in pre-test, and post-test and hypothesis testing that compare between two variables.

1. The analysis of the students score

The students score is obtained through the test, in order to know the students’ vocabulary effect through real object, then the writer determines the quality of the students’ score into rate percentage and score of classification as follow:

Table 1 : the students’ score in pre-test and classification

NO (1)	Students' initial (2)	Students' Score (3)	Classification (4)
1	AR	55	Poor
2	AKZ	35	Very Poor
3	APM	55	Poor
4	ANM	40	Poor

To be continued.

Continuation.

(1)	(2)	(3)	(4)
5	AHF	50	Poor
6	CPJ	45	Poor
7	CLI	40	Poor
8	DT	35	Very Poor
9	GPS	45	Poor
10	GA	65	Fair
11	MR	55	Poor
12	MFF	65	Fair
13	MIM	60	Fair
14	MAB	65	Fair
15	OST	55	Poor
16	PRS	50	Poor
17	RAR	50	Poor
18	SM	40	Poor
19	UFS	55	Poor
20	VP	55	Poor
21	JTP	40	Very Poor
TOTAL		1.055	

Source: Students' pre-test

Based on the table 1 above, the writer concluded that the students' score in pre-test was slower than average because they were difficult to recognize some new words. So, it was recognized to answer the questions. Most of them got less than 70, so that the writer needed to conduct treatment to effect the students' score in vocabulary,

Table 2 : The students' score in post-test and classification

NO (1)	Students' initial (2)	Students' Score (3)	Classification (4)
1	AR	100	Excellent
2	AKZ	75	Fair good
3	APM	85	Good
4	ANM	80	Good
5	AHF	65	Fair
6	CPJ	80	Good
7	CLI	85	Good
8	DT	70	Very good
9	GPS	75	Fair good
10	GA	90	Very good
11	MR	65	Fair
12	MFF	85	Good
13	MIM	85	Good
14	MAB	70	Fair good
15	OST	75	Fair good
16	PRS	80	Good
17	RAR	85	Good
18	SM	70	Fair good
19	UFS	75	Very good
20	VP	90	Very good
21	JTP	70	Fair good
TOTAL		1.655	

Source: Students pos-test

Based on the table 2 above the students' score in post-test got higher than pre-test. Most of them got very good and they got less than 50.

Table in the previous page above showed the comparison between students' score in pre-test and post-test, from the table above total score in pre-test 1.055 and total score post-test 1.655. Therefore, the writer concluded that the students' score in pre-test was higher than pre-test. It means that the real object towards students' vocabulary mastery.

The effect of the students' school environment vocabulary using real objects can also be seen in the frequency and rate percentage of the students' score in pre-test and post-test as in the following table.

Table 3 : The Frequency and Rate Percentage of the Pre-Test and Post-Test.

NO	Classification	Score	Pre-Test		Post-Test	
			F	P (%)	F	P (%)
1	Excellent	96-100	0	0	1	5
2	Very Good	86-95	0	0	4	19
3	Good	76-85	0	0	8	38
4	Fairly Good	66-75	0	0	6	28
5	Fair	56-65	4	19	2	10
6	Poor	36-35	14	67	0	0
7	Very Poor	00-35	3	14	0	0
TOTAL			21	100	21	100

Source: Students SMPN 35 Makassar

Table 3 above showed the frequency and rate percentage of the students' score in pre-test. There was 3 (14%) out of 21 students with "very poor" score, 14 (67%) students with "poor", 4 (19%) got "fair" score and none of them reached excellent", very good" and "fairly good" score. On the other hand, the frequency and rate percentage of the students' post-test show was 1 (5%) student with "excellent" score, 4 (19%) students with "very good" score, 8 (39%) students with "good", 6 (28) students with "fairly good" score, 2 (10) students with "Fair" score, and there were students with "poor" and "very poor" score.

Based on description above, it was clear that there was much more significance effective of vocabulary reached out by the students in post-test trough treating those students using real object during the research

2. The means score of students' in pre-test and post t-test

The mean score of the students was used to know the significance difference of students' vocabulary in pre-test and post-test

a. Mean score of students' pre-test (x_1)

$$\bar{x}_1 = \frac{\sum X_1}{N}$$

$$\bar{x}_1 = \frac{1.055}{21}$$

$$\bar{x}_1 = 50.23$$

b. Mean score of students' post-test (x_2)

$$\bar{X}_2 = \frac{\sum X_2}{N}$$

$$\bar{X}_2 = \frac{1.655}{21}$$

$$\bar{X}_2 = 78.80$$

Data analysis showed that the use of real object could effect students' vocabulary mastery SMP Negeri 35 Makassar as proved by the mean score and standard deviation of pre-test and post-test which can be seen in the following table.

Table 4 : the mean score and standard deviation of pre-test and post-test.

Test (1)	Mean Score (2)	Standard Deviation (3)
Pre-Test	55	75
Post-Test	85	95

The data of the table 4 above showed that the mean score of pre-test was 55 and indicated that students' vocabulary mastery was 15 to 30 words while the mean score of post-test was 85 which indicated that students mastery was 25 to 30 words provided in the test. The standard deviation of pre-test was 75, while the students deviation of post-test was 95. It showed that the mean score of the students' post-test was higher than the mean score of the students' pre-test while standard deviation of the students' post-test was higher than the standard deviation of the students' pre-test.

3. To find degree of freedom (df), the writer uses the following formula:

$$\begin{aligned} df &= N - 1 & D &= \frac{\sum D}{N} \\ df &= 21 - 1 & D &= 763.3 \\ df &= 20 & D &= 63.34 \end{aligned}$$

4. The t-test and t-table of significance

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{63.34}{\sqrt{\frac{11485.95 - \frac{(640)^2}{21}}{21(20)}}$$

$$t = \frac{63.34}{\sqrt{\frac{11485.95 - \frac{409.600}{21}}{21(20)}}$$

$$t = \frac{63.34}{\sqrt{\frac{11485.95 - 19.50476}{420}}$$

$$t = \frac{63.34}{\sqrt{\frac{11.466.44524}{420}}}$$

$$t = \frac{63.34}{\sqrt{27.30106}}$$

$$t = \frac{63.34}{5.23}$$

$$t = 12.12$$

table 5 : the t-test and t-table of significance.

Df (1)	Level of significance (2)	t-test value (3)	t-table value (4)
20	0.05	12.12	2.086

For the level of significance (α) = 0.05 and degree of freedom (df) = 20, then the t-table value = 2,086 and t-test value = 12.12 thus t-test value was higher than t-table (12.12>2.074). This result showed that there was significant difference between the mean score of pre-test and that of post-test of the students' vocabulary mastery after teaching by using real objects. It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. It can be concluded that the use of real objects affect the students' vocabulary mastery.

B. Discussion

In this research, the description of data through vocabulary test which was explained in the previous section showed that the vocabulary mastery of the students was poor. It was supported by the score and score frequency and the rate percentage of the students' pre-test that did not meet the standard.

Based on the problem above, the writer gave treatments. They were vocabulary materials of noun by using real objects. In every meeting, the writer used words which were related to the school environment. The procedures in teaching by using real objects are as follows:

1. The first meeting, 23th January 2017, the writer taught vocabulary by presenting materials about students' equipments and classroom parts. The writer assigned students to look for things around them then they wrote the name of those things on whiteboard. After that, the writer mentioned or pronounced them to give modals to students. To make the activity more interesting to the students, the writer mentioned some characteristics of some things then the students guessed the name of thing that is suitable with those characteristics.

2. In the second meeting, 27th January 2017, the materials which presented were clinic room and computer laboratory particulars. Before continuing the lesson, the teacher divided class into five groups and they looked for things in clinic room and computer laboratory then they reported what they had found in oral and in form. To make the activity more interesting to the students, the writer mentioned some characteristics of some things then the students guessed the name of the thing that was suitable with those characteristics.

At the end of class in every meeting, the writer conducted fun activities that could motivate students in learning. The writer mentioned some words and the students look for these things. The other activity was the writer pointed, showed or touched a thing then students mentioned the name of that thing by those activities, the students enjoyed and had fun with it.

After giving the treatment, the researcher gave post-test. The post-test was similar to the pre-test. It aimed to find out the result of the treatments. The scoring classification of the students' post-test in vocabulary mastery by using real objects was satisfied. It meant that the students understood and mastered more vocabulary items after being taught vocabulary.

The mean score of the students' pre-test was 49.28, while the mean score of post-test was 82.46. It showed that the mean score of post-test was higher than pre-test. Standard deviation of students' pre-test was 7.91, while the standard deviation of post-test was 9.33. It showed that the standard deviation of post-test was higher than pre-test.

The test value was higher than t-table ($15.09 > 2.074$) at the level of significance (α) = 0.05 and degree of freedom (df) = 20. Based on the result of t-test, the researcher found that there was a significant difference between the result of pre-test and post-test of the students' vocabulary achievement after teaching by using real objects. Because the students learnt by using a media which could improve their vocabulary mastery. It meant that the null hypothesis was rejected and alternative hypothesis was accepted.

The result was supported by Sumarni (2008:68) who stated that increasing students' vocabulary through reality can encourage the students' ability in mastering vocabulary. It meant that increasing students' vocabulary through reality was effective. Students could recall more words

and it was easier to keep them in long term memory. It was also strengthened by Jo Budden (2011:84) who stated that the main advantage of using real objects into the classroom was to make the learning experience more memorable for the learner.

Based on the finding above, the researcher concluded that real objects could effect students' vocabulary mastery at SMP Negeri 35 Makassar and the effective media could make it easy to the students to understand, memorize and avoided misunderstanding because the students saw the objects directly in their daily activities at the school.



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CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with two sections. The first section is about conclusion based on the research findings and the second section about suggestion based on the conclusion.

A. Conclusion

Based on the finding and discussion, it could be concluded that the use of real object could affect the students' vocabulary mastery at SMP Negeri 35 Makassar. It was proved by the mean score of post-test (82.46) which was higher than the pre-test (49.28). It showed that there was significant difference between the result of pre-test and post-test based on the t-test analysis in which t-test value was higher than t-table value ($15.09 > 2.074$). It meant that teaching vocabulary by using real objects could make it easy to the students to understand, memorize and avoid misunderstanding because the students saw the objects directly in their daily activities at school.

B. Suggestion

Based on the result of data analysis and conclusion above, the researcher gives some suggestions as follows.

1. The English teacher must be able to give positive contributions, guidance, and motivation to their students to learn and memorize English vocabulary.

2. Using real objects as a teaching media with school environment word as the material is very interesting and effective because it can stimulate and develop the students' skill and knowledge. The students always meet those objects so it is very possible for them to master the vocabulary of things at school.

3. The English teacher must be creative to develop teaching material and gives attention to English teaching because it is basic and very principle to learn English.

4. The students have to practice their english in daily conversation because it can help them to improve their vocabulary.

5. The next researchers who want to do the research must know the media and method that they will use in using real object towards students' vocabulary mastery. Further research and other vocabularies aspect real objects.

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Appendix 1 : **Lesson Plan****LESSON PLAN**

School : SMP Negeri 35 Makassar
 Subject : English
 Class/Semester : VII/2
 Time/Allocation : 4x40 (Meeting)
 Theme : school Environment

II. Standard of Competence

Know and understand the meaning of the words that relates to the theme of materials.

III. Basic Competence

Know or understand the meaning of the nouns of the school environment words.

IV. Indicators

- A. Find out the name of the things showed or pointed
- B. Write down the name of the things that are related to the materials
- C. Pronounce all the words related to the materials

V. Objectives

- a. The students can find out the name things showed
- b. The student can write down the name of the things showed or pointed materials

VI. Method, Media and Material Resources

- a. Method : Communicative approach
- b. Media : Real Object, midi white board
- c. Material : School environment words and Handbook (English in focus for grade VII School (SMP))

VII. Materials of Learning (Learning Activity)

- a. First Meeting (Students' and teachers' equipment and classroom parts)
 1. Book
 2. BallPoint/pen
 3. Pencil
 4. Marker
 14. Time table/schedule
 15. ceiling
 - 16.floor
 17. Broom,

- | | |
|---------------------|------------|
| 5. Bag | 18. Table |
| 6. Briefcase | 19. Chair |
| 7. Laptop | 20. Desk |
| 8. Sock | 21. Door |
| 9. Shoes | 22. Ruler |
| 10. Uniform | 23. Eraser |
| 11. Wall | 24. Paper |
| 12. Attendance list | 25. Basket |
| 13. picture | |
- b. second meeting (school and outside room)
- | | |
|------------------------|-------------------|
| 1. Headmaster | 14. tree |
| 2. Deputy | 15. flagpole |
| 3. Teacher | 16. Ladder/stairs |
| 4. Security | 17. Railings |
| 5. Students | 18. Fence |
| 6. Committee | 19. Garden |
| 7. Exchequer/treasurer | 20. Flower |
| 8. Staff | 21. Bell |
| 9. Librarian | 22. Toilet |
| 10. Office boy | 23. canteen |
| 11. Badminton board | 24. mosque |
| 12. Publication board | 25. bench |
| 13. Flag | |

VIII. Learning Activity

- A. First meeting (students and teachers equipment's and classroom particularly)
1. Pre Activity
 - a. Question and answer the matters related to the students' condition.
 - b. Check for the presence of students.
 - c. Deliver the learning objectives/provide brief information mean surest the use of real objects.

2. Main Activity

- a. Assign to students to look for and name the things in the class.
- b. Check the students answer
- c. Ask some students to write the answer on the board and correct the answer
- d. Ask some other students to read or pronounce the words that have been written on the board
- e. Mention or pronounce the name of the things. This means to give models of good pronunciation. Repeat the word at least twice, so that the students understand or know more about its pronunciation.
- f. Ask the students randomly to repeat the words that have been taught.
- g. The writer shows or points some things to the students, and then the students tried to describe those things.
- h. Check the students' answer and then correct the incorrect answer.
- i. To make the activity more interesting to the students, the writer mentioned some characteristic of some things then the students guess the name of the things that is suitable with those characteristics.
- j. The writer checks whether the students' answer is correct or incorrect.
- k. The writer asks the students to correct the wrong answer.

3. Post Activity

- a. To know that the students understand or no about the material that have been taught, ask the students by showing or pointing the thing and then answer orally or written.
- b. Summarize the material
- c. Close the class

IX. Evaluation

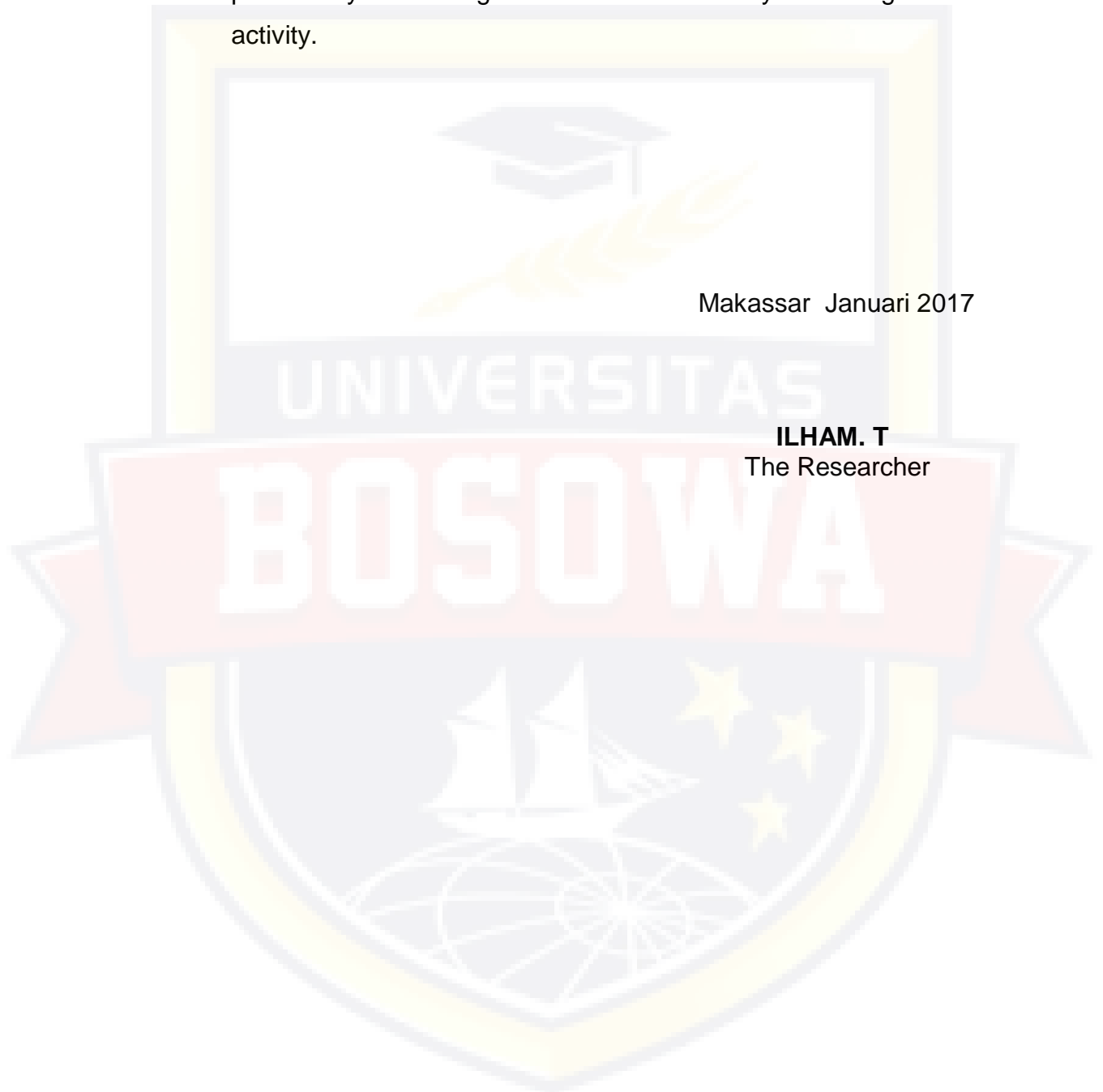
The evaluation on the process is carried out during the learning process by monitoring the students while they are doing the class activity.

Makassar Januari 2017

ILHAM. T

The Researcher

BOSOWA



Appendix 2 :

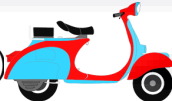
INSTRUMENT OF THE RESEARCH (PRE-TEST AND POST-TEST)**I. Observe the pictures below and write the correct name of each item.**

<p>1. This is?</p> <p>(.....)</p> 	<p>6. This is?</p> <p>(.....)</p> 
<p>2. This is My?</p> <p>(.....)</p> 	<p>7. This is My?</p> <p>(.....)</p> 
<p>3. This is My?</p> <p>(.....)</p> 	<p>8. This is My?</p> <p>(.....)</p> 
<p>4. This is My?</p> <p>(.....)</p> 	<p>10. This is My?</p> <p>(.....)</p> 
<p>5. This is My?</p> <p>(.....)</p> 	<p>11. This is My?</p> <p>(.....)</p> 


<p>11. This is? (.....)</p> 	<p>12. This is? (.....)</p> 
<p>13. This is? (.....)</p> 	<p>14. This is? (.....)</p> 
<p>15. This is? (.....)</p> 	<p>16. This is? (.....)</p>  <p>TCB</p>
<p>17. This is? (.....)</p> 	<p>18. This is? (.....)</p> 
<p>19. This is? (.....)</p> 	<p>20. This is? (.....)</p> 


II. Fill in the blank of the following text correctly.

My father is a **21.** (.....)  he goes to school every day by

22. (.....)  He teacher at SMP Negeri 35 Makassar.

He has many **23.** (.....)  at **24.** (.....).  In


teaching English, he always uses **25.** (.....)  but sometimes

he writes on the main **26.** (.....)  to explain the materials.

Therefore, he always brings **27.** (.....)  when reading a

text, he always wears **28.**(.....).  He always reminds

his students to keep the **29.** (.....)  clean and throw

garbage in the **30.** (.....) 

Appendix 3 : **Answer sheet**

Instrument of the Research (PRE-TEST AND POST-TEST)

1. Flower Pot	11. Pencil Case	21. Teacher
2. Hat	12. Tree	22. Motorcycle
3. Tie	13. Map	23. Students
4. Shoes	14. Broom	25. School
5. Field	15. Clock	25. Dictionary
6. Picket Schedule	16. Table Cloth	26. White board
7. Bag	17. Table	27. Marker
8. Belt	18. Chair	28. Glasses
9. Socks	19. Flag	29. Classroom
10. Window	20. Parking Area	30. Trash bin

Appendix 4 : The table Score of the students Pre-Test and Post-Test

NO	NAME	PRE-TEST		POST-TEST		GAIN (D)	D ²
		(X1)	(X1) ²	(X2)	(X2) ²	(X2)-(X1)	
1	AR	55	3.025	100	9.025	45	2.025
2	AKZ	35	1.225	75	5.625	40	1600
3	APM	55	3.025	85	7.225	30	900
4	ANN	40	1600	80	4400	40	1600
5	AHF	50	2500	65	4.225	15	225
6	CPJ	45	2.025	80	4400	35	1.225
7	CLI	40	1600	85	7.225	45	2.025
8	DT	35	1.225	70	4900	35	1.225
9	GPS	45	2.025	75	5.625	30	900
10	GA	65	1600	90	8100	50	1225
11	MR	55	3.025	65	4.225	10	100
12	MFF	65	4.42	85	7.225	20	400
13	MIM	60	3600	85	7.225	25	625
14	MAB	65	2500	70	4900	20	400
15	OST	55	3.025	75	5.625	20	400
16	PRS	50	2500	80	4400	30	900
17	RAR	50	2500	85	7.225	35	1.225
18	SM	40	1600	70	4900	30	900
19	UFS	55	3.025	75	5.625	20	400
20	VP	55	3.025	90	8100	35	1.225
21	JTP	40	1600	70	4900	30	900
TOTAL		1.055	45.145	1.655	763.3	640	11483.95

Appendix 5 : The percentage of students' score in pre-test and post-test.

NO	Classification	Score	Pre-Test		Post-Test	
			F	P (%)	F	P (%)
1	Excellent	96-100	0	0	1	5
2	Very Good	86-95	0	0	4	19
3	Good	76-85	0	0	8	38
4	Fairly Good	66-75	0	0	6	28
5	Fair	56-65	4	19	2	10
6	Poor	36-35	14	67	0	0
7	Very Poor	00-35	3	14	0	0
TOTAL			21	100	21	100

Appendix 6 : **The mean score of students' Pre-Test, Post-Test and Gain**

a. Mean score of students' pre-test (x_1)

$$\bar{x}_1 = \frac{\sum X_1}{N}$$

$$\bar{x}_1 = \frac{1.055}{21}$$

$$\bar{x}_1 = 50.23$$

b. Mean score of students' post-test (x_2)

$$\bar{X}_2 = \frac{\sum X_2}{N}$$

$$\bar{X}_2 = \frac{1.655}{21}$$

$$\bar{X}_2 = 78.80$$

c. Mean score of gain ($D = X_2 - X_1$)

$$D = \frac{\sum D}{N}$$

$$D = 763.3$$

$$D = 63.34$$

Appendix 7 :

The standard deviation of students Pre-test and Post-Test

A. The standard Deviation of Students Pre-Test and Post-Test

$$SD_1 = \sqrt{\frac{\sum X_1^2 - \frac{(\sum X_1)^2}{N}}{N-1}}$$

$$SD_1 = \sqrt{\frac{45.145 - \frac{(1.055)^2}{21}}{21-1}}$$

$$SD_1 = \sqrt{\frac{45.145 - \frac{53001.19}{21}}{20}}$$

$$SD_1 = \sqrt{\frac{45.145 - 2523.86}{20}}$$

$$SD_1 = \sqrt{\frac{2478715}{20}}$$

$$SD_1 = \sqrt{123.93}$$

$$SD_1 = 11.13$$

B. The Standard Deviation of Students Post-Test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$SD_2 = \sqrt{\frac{763.3 - \frac{(1.655)^2}{21}}{21-1}}$$

$$SD_2 = \sqrt{\frac{763.3 - \frac{(2.739.025)}{21}}{20}}$$

$$SD_2 = \sqrt{\frac{763.3 - 130.429}{20}}$$

$$SD_2 = \sqrt{\frac{632.871}{20}}$$

$$SD_2 = \sqrt{31,64}$$

$$SD_2 = 5.62$$

Appendix 8 :

The Significance Deference Between Students Pre-Test and Post-Test

The mean score of gain (\bar{D}) that had found 63.34

Thus :

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{63.34}{\sqrt{\frac{11485.95 - \frac{(640)^2}{21}}{21(20)}}$$

$$t = \frac{63.34}{\sqrt{\frac{11485.95 - \frac{409.600}{21}}{21(20)}}$$

$$t = \frac{63.34}{\sqrt{\frac{11485.95 - 19.50476}{420}}$$

$$t = \frac{63.34}{\sqrt{\frac{11.466.44524}{420}}}$$

$$t = \frac{63.34}{\sqrt{27.30106}}$$

$$t = \frac{63.34}{5.23}$$

$$t = 12.12$$

Appendix 10 : Distrubution of T-Table

t Table

cum. prob	$t_{.50}$	$t_{.75}$	$t_{.80}$	$t_{.85}$	$t_{.90}$	$t_{.95}$	$t_{.975}$	$t_{.99}$	$t_{.995}$	$t_{.999}$	$t_{.9995}$
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
Z	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
	Confidence Level										

DOCUMENTATION

Appendix 9 : Documentation



Picture 1 :Introducing and informing the students about the writer's objective of research



Picture 2 :The writer is handing the work sheets to students



Picture 3 : The students are doing Pre-Test



Picture 4 : The students are doing Post-Test.



Picture 5 : Asking some students to pronounce words they have written



Picture 6 :The writer is checking the students' answers

BIOGRAPHY



Ilham. T was born on Desember 26, 1992 in Lambara, Mamuju Utara regency, he is the son from the marriage of her parents Tasilang and Sawi. He started her elementary school at SD Inpres 003 Buriro in 1999 and finshid 2005. Then he continued him to SMP Negeri 03 Pasangkayu in 2005 and grduated in 2008.

After that he continued hem study to SMA Negeri 1 Pasangkayu in 2008 and graduated in 2011 and her active in scout. After graduated from SMA, he decided to inter to Bosowa University and her active in member HIMAPBING Bosowa in 2012 and Hipma Matra Makassar. He look English Education Department and graduated in 2017.