

**“The Effectiveness of Using REALIA in Teaching English
Vocabulary to the 3rd Grade of Elementary School Student in SD
BENTAKAN I BAKI SUKOHARJO”**



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MOTTO

“I’ll be stronger if I’ve cried”

(Myself)

DEDICATION

From the Deepest of my heart, this Final Project is dedicated to:

- *Allah SWT*
- *My beloved Father and Mother*
- *My Brothers and Sisters*
- *My Lovely Friends*

PREFACE

This final project report is written based on the job training that the writer did in SDN Bentakan 1 Baki Sukoharjo, entitled **“The Effectiveness of using Realia in teaching English Vocabulary to the 3rd grade of Elementary school student in SD BENTAKAN I BAKI SUKOHARJO”**. The writer is interested in discussing the process teaching English vocabularies to the young learners because learning English vocabularies is very important for the students in early age.

This final project discussed of teaching English vocabularies, the difficulties faced in teaching English vocabularies using *realia*, the problem solution of the difficulties found out, and the effectiveness of using *realia* in teaching English vocabularies.

I realized that there are still a lot of mistakes in this final project report. Therefore, suggestion and criticism are needed as an evaluation in the future. I hope this final project report will give benefit for everyone.

Sukoharjo, 28 July, 2009

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15. All my friends in English Diploma Program, Sebelas Maret University.

I realized that the final project is still far from being perfect. However, I expect some criticism and suggestions for developing my limited knowledge. I hope this final project will be useful for the English Diploma Program students and all of the readers.

Surakarta, 26 Juli 2009

ABSTRACT

Ningtyas Orilina Argawati. 2009. THE EFFECTIVENESS OF USING REALIA IN TEACHING ENGLISH VOCABULARIES TO THE THIRD GRADE OF ELEMENTARY SCHOOL STUDENTS IN SDN BENTAKAN I BAKI SUKOHARJO. English Diploma Program, Faculty of Letter and Fine Arts, Sebelas Maret University.

This report is written based on the job training done by the writer as an English teacher in SDN Bentakan 1 Baki Sukoharjo. There are three objectives stated in this final object report. They are: (1) to describe the process of teaching English Vocabulary using some educational tools that are usually known as *realia*; (2) to find out the difficulties of teaching English vocabulary to the elementary school student by using *realia*; (3) to solve the problems found out in order to make the learning process better.

This final project report is divided into four chapters. They are; chapter I: Introduction, chapter II: Literature Review, chapter III: Discussion, chapter IV: Conclusion and suggestion.

The data of this report is obtained from the writers' observation and experience when she taught English lesson. During conducting the job training, the writer used some steps to make the English teaching and learning process run smoothly. The steps covered greeting, warming up, motivating strategies, presentation strategies, skill practice, and assessment.

The result shows that there are some difficulties faced by the writer. But, the difficulties can be solved as fast as possible to make the learning process run effectively.

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CHAPTER I

INTRODUCTION

A. Background

Nowadays, English is very important in the world of communication and work. Even English is called the world language. Peoples all over the world use English to communicate with other person in foreign countries. In the world of work, English is usually stated as the requirement to work applicants.

Because of that, Indonesian Education Department decided to include the English as school subject in the curriculum. Formerly, people started teaching English at Junior high school, but in its development, people started teaching English at Elementary school, even there are some schools that started teaching English at kindergarten.

In English language teaching, vocabulary is very important thing to learn. With a good vocabulary, students can understand well what teacher says during the learning process. As a result, student can catch the material better. Beside this, good vocabulary makes possible to the student to make conversation.

But in fact, it is a difficult thing to teach English to the young learner. The young learners almost have no focus in the lesson. They are difficult to control. It is due to their ages that are too young. In learning process, they usually talk with each other, even they joke with their friends without giving attention to their teacher. This problem has to be solved as soon as possible to make the learning process run well.

Based on the explanation above, the writer decides to write a final project entitled: **“The Effectiveness of using REALIA / Educational tools in teaching English Vocabulary to the 3rd grade of Elementary school student in SD BENTAKAN I BAKI SUKOHARJO”**

B. Objectives

The objectives of this project report are:

1. To describe the process of teaching English Vocabulary using some educational tools that are usually known as *realia*;
2. To find out the difficulties of teaching English vocabulary to the elementary school student by using *realia*
3. To solve the problems found out in order to make the learning process better.

C. Benefits

This report is expected to be beneficial for:

1. The teacher in SDN BENTAKAN I

The writer hopes that this project report will be beneficial for the teacher to improve their vocabulary teaching methods to increase the desire of the young learners, especially the elementary student, to learn English

2. The readers

This final project is expected to be beneficial for the readers to increase their knowledge about vocabulary teaching methods

3. The language learner

This final project is beneficial for the language learner to make them know that learning English is fun, so it can raise their awareness for learning English vocabulary.

CHAPTER II

LITERATURE REVIEW

A. English Teaching

Teaching and learning are the two crucial elements in learning process that cannot be separated from each other. Teaching activity can help the learning process run effectively. As Douglas Brown says in his book *Principles of Language Learning and Teaching*, “Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition to learning” (Brown 2000:7). It means that teaching is an activity to help and assess someone in learning something in order that they can understand what they are learning better. Definition of teaching is also stated by Cole and Chan, “teaching is a complex phenomenon that takes into account a wide range of personal characteristic, professional skills and specialized based of knowledge.” (Cole and Chan, 1994:2).

In teaching activity, a teacher plays an important role in controlling the student during the learning process. Jeremy Harmer stated, “The behavior and the attitude of the teacher are the most important factors in the class room”. (Harmer, 1991:249). Therefore, every teacher has to have a good personality and capability to lead the student, because teacher has to be able to control and manage the student in the class in order that they can learn well. There are some requirements to be a good teacher. They are;

1. A teacher should make an interesting lesson
2. A teacher must love his/her job
3. A teacher should have his/her own personality
4. A teacher should have much of knowledge
5. A good teacher is an entertainer in a positive sense not in negative sense

(Harmer, 1998:1-2)

Besides having a good capability to lead, a teacher has to create a good teaching and learning process. It can be done by applying these issues:

- a. Creating a relaxed and enjoyable atmosphere in the class room
- b. Retaining control in the class room
- c. Presenting work in an interesting and motivating way
- d. Providing conditions so pupils understand the work
- e. Making clear what pupils are to do and achieve
- f. Judging what can be expected of a pupil
- g. Helping pupils with difficulties
- h. Encouraging pupils to raise their expectations of themselves
- i. Developing personal mature relationship with pupil
- j. Demonstrating personal talents and knowledge

(Williams and Burden 1992:48)

B. English Learning

Learning is an activity that is done by someone to get knowledge. As stated below, teaching and learning can not be separated. It is due to the fact that both of them are essential in accepting new knowledge for the students. Without teaching, learning process can not be evaluated well. Moreover, without learning, the students can not improve their capability in mastering new knowledge.

According to Harmer, learning is defined as “the process of accepting the knowledge” (Harmer, 1998:237). Kimble and Garmezy stated, “Learning is relatively permanent change in a behavioral tendency and result of reinforced practice” (Kimble and Garmezy, 1963:133).

Learning can be done not only in formal classes, but also in informal classes. In other words, learning cannot only be done by reading a book and noting something in a writing book, but it can also be done by seeing something in the surrounding. For example, seeing the beautiful scenery can be a learning process of a kid to recognize the nature. Even watching television can also be a learning process too, because the kids can receive much of information and knowledge. But, in this activity, the parents have to be good guards in choosing the right programs for their children. Moreover, Harold explained, “Learning is to observe, to read to imitate, to try something themselves, to listen, to follow direction” (Harold Spear, 1995:94).

According to Douglas Brown in his book *Teaching in Principles*, learning can be defined as the following statements:

1. Learning is acquisition or ‘getting’

2. Learning is retention of information or skill
3. Retention implies storage system, memory, cognitive organization
4. Learning involves active, conscious focus and acting upon events outside or inside the organism
5. Learning is relatively permanent but subject to forgetting
6. Learning is a change in behavior

(Brown, 2001:7)

From those statements above, it is clearly seen that learning is a complex activity done by the learners involving their mental process and their physical process. Therefore, it needs a lot of work to reach the best result, both the teacher and the students.

C. Young Learner

Learner is divided into some groups, on the cases of certain criteria. One of them is age. Young learners are student in elementary school. Philips stated that young learners mean “children from the first years of formal schooling (5 or 6 years old) to eleven or twelve years of age” (Philips, 1996:5).

There are several characteristics of young learner:

1. Young learner is only beginner in his/her schooling. Teachers have a major opportunity to mould their expectation of life in schooling
2. As a group they are potentially more differentiated than secondary or adult learner, for they are closer to their varied home cultures and new to the conformity increasingly imposed cross cultural grouping by the school.
3. They tend to be keen and enthusiastic learners without inhibitions which older children sometimes bring to their schooling.
4. Their learning can be closely linked with their development of ideas and concept, because it is so close to their initial experience of formal schooling.
5. They need physical movement and activity as much as stimulation for their thinking and the closer together these can be the better.

(Brumfit, Moon and Tongue, 1995: v)

According to Wendy A Scott and Lisbeth H Ytreberg in their book *Teaching English to Children*, young learner is classified into two main groups:

1. The five to seven years old (beginning stage)

- They can talk about what they are doing
- They can tell about what they have done
- They can plan activities
- They can use logical reasoning
- They can understand direct human interaction

2. The eight to ten years old

- They can understand abstract
- They can understand symbol (beginning with words)
- They can generalize and systematize

(Scott and Yterberg, 1998:2)

They said “Young children love to play and learn best when they are enjoying themselves, but they also take themselves seriously and like to think that what they are doing is real work” (Scott and Yterberg, 1998:2).

It can be said that in this age, they are in a golden age, because in this period, their physical and mental developments grow fast. That is why it is important to give a learning language to them from the earliest time.

D. Realia

Realia are objects from real life used to improve students' understanding of other cultures and real life situations in classroom instruction (www.google.com). A teacher of a foreign language often employs realia to strengthen students' associations between words for everyday objects and the objects themselves. There are several kinds of Realia that can be used by the teacher. They are:

1. The real object being learnt and it can possibly show to the student, such as, stationeries (book, pencil, eraser, bag, pen, ruler, etc), things in the classroom (table, chair, blackboard, picture, chalk, etc), parts of the body (hand, hair, eyes, nose, ears, mouth, foot, etc), etc.
2. The replica of the object if the real objects are not possible to bring to the classroom, such as, animals (cow, goat, frog, cat, lion, dog, etc), vehicles (bus, train, plane, motorcycle, etc), occupations (Doctor, soldier, steward, policeman, fisherman, etc) etc. As a substitute of the real object, the teacher can use dolls or toys.

The main advantage of using real objects into the classroom is to make the learning experience more memorable for the learner. For examples, if the teacher is going to teach vocabulary of fruit and vegetables it can be much more affective for students if they can touch, smell and see the objects at the same time as hearing the new word. This would appeal to a wider range of learner styles than a simple flashcard picture of the piece of fruit or vegetable.

E. Teaching English Vocabularies to young learner

Vocabulary is the basic knowledge of learning L2 (second language), including English. As Linda Taylor states, “Vocabulary is central to language teaching and learning” (Taylor, 1990: ix). It means that if someone wants to learn L2, they have to learn vocabularies first. As a basic knowledge, vocabularies should be given in the early stage before they recognize grammar and the other skills of learning L2. Because with a good vocabulary, learner can express more what they feel and what they want to state.

It is also stated by Scott Thornbury, “If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words.” (Thornbury, 2002:13).

Teaching vocabulary to young learner is very different from teaching vocabulary to adult. It is not an easy job, because it is the first time to them to get language learning and they are not used to before. Therefore, the teacher is suggested that he make an interesting learning activity to the student in order that they can understand well and the learning process can run well too.

To realize an interesting learning activity, the teacher needs to have a special ability or skill, as stated by Douglas Brown, “to successfully teach children a second language requires specific skills and an intuition that differ from those appropriate for teaching adult.” (Brown, 2001:87).

Beside this, a teacher should have a certain techniques of presenting new words to young learner. It will be easier for the teacher to attract the student's attention and it makes young learners respond well to concrete object. It is also stated by Scott and Yterberg, "don't relay on the spoken word only. Most activities of the younger learners should include movement and involve the senses. You will need to have plenty of objects and pictures to work with, and to make full use of the school and your surrounding." (Scott and Yterberg, 1990:5). That is why the presentation technique is absolutely needed.

There are several techniques of presentation according to Jeremy Harmer in his book *Practice of English Language Teaching*; one of this is by using *Realia*. As explained above, *Realia* is some real objects we use in the classroom to bring the class to present what the teacher teach.

There are two reasons for using real life materials or *Realia* in presenting something to the student in the classroom:

1. They are often more interesting than material from text books and can be on subjects that will really engage the students
2. Students will be expected to use real material when they leave the classes.

It can be said that using *Realia* is aimed to make the students more active in receiving information during the learning process because the roles of the student are also important to support the lesson. It is stated by Michael McCarthy, "we concentrated on vocabulary presentation in the classroom very much from the teacher's point of view, but success in vocabulary lesson crucially depends on the

interaction between teacher and learners, and of the work the learner themselves put into the assimilation and practicing of new words.” (McCarthy, 1990:121).

In using *Realia* to present vocabulary, the teacher has to consider first which *Realia* are appropriate to use. There are two ways to decide if the *realia* is appropriate:

1. Decide if the topic matter is appropriate for your students. If you are not sure you can ask them or find out what their interests are.
2. Look at how much new vocabulary and grammar structures are in the materials. If students are to cope with real material, they may have to learn to deal with topics with a lot of alien vocabulary.

If the appropriate *Realia* is already determined, the teacher can apply it to present the lesson to the student.

With the technique, it is expected that the student can be more interesting in joining learning activity and the learning process can be useful for the student. So, they will get the best result in their language lesson and they can use it for their next stage of language learning.

CHAPTER III

DISCUSSION

A. Description of SD N Bentakan 1

SD N Bentakan 1 is located in Bentakan village, Baki district, Sukoharjo Regency. This school was built in 1963. The building of this school is divided into three parts. The first is the main building consisting of six classrooms and headmaster office. The second building is the teacher office and the third building is Library, gardener's room and two bathrooms. There is a large yard besides the first building. This yard is used for the sport activities. There is also a bike shed near the second building. It is used to park the student's bikes.

The number of students in SD N Bentakan 1 is 94. 41 are male students and 53 are female students. It is classified into six classes. This school is led by a headmaster whose duty is to handle and control the school activities both the teacher and the students. SD N Bentakan 1 has 9 teachers consisting of 6 class teachers, a religion teacher, a sport teacher and an English teacher.

The activities last from 07.00 to 10.15 for class 1 and 2. For class 3, it last from 07.00 to 11.00 and it last from 07.00 to 13.00 for class 4-6, except on Friday and Saturday. On these days, the activities end at 11.00. The curriculum used in SD N Bentakan 1 is KTSP (Kurikulum Tingkat Satuan Pendidikan).

SD N Bentakan 1 has vision, mission and some purposes. They will be explained bellow:

1. Vision

- *“Terukir prestasi dengan penuh dedikasi berlandaskan keluhuran budi, iman dan taqwa”*
- Creating high achievement which is full of dedication based on the majesty of morals, belief and devout.

2. Mission

- *“Menyiapkan sumber daya manusia yang unggul, cerdas, terampil, berdedikasi, berbudi pekerti luhur yang berwawasan IPTEK dan berlandaskan IMTAQ.”*
- Preparing the excellent, smart, skillful, and dedicated human resources who have conception about knowledge and technology and based on belief and devout.

3. Main Purposes

- *Tercapai prestasi hasil belajar siswa secara optimal*
- *Berkompeten untuk melanjutkan sekolah ke jenjang pendidikan lebih tinggi*
- *Berpartisipasi aktif dan optimal dalam mengikuti kegiatan sekolah*
- *Unggul dalam penguasaan teknologi dan penerapannya dalam kehidupan sehari-hari*
- *Terwujudnya sikap dan perilaku yang baik*
- *Memiliki bekal pengetahuan dan ketrampilan dasar sebagai salah satu modal hidup di masa depan*
- *Dapat hidup bermasyarakat dengan suasana yang harmonis*
- *Dapat meningkatkan kesehatan jasmani dan rohani*

1. The achievement of the best learning result of the student
2. Has the competency for continuing to the next stage of study
3. Has active participation in joining the school activities
4. Has ability to master and apply technology in their daily life
5. Has a good attitude and behavior
6. Has enough knowledge and life skill for their future
7. Has ability to live in the society harmonically
8. Increasing their health both mentally and physically

(KTSP, 2007:2)

B. Class Observation

SD N Bentakan 1 has six grades of student. The English lesson is taught to the fourth until sixth grade students. During the job training, the writer had the responsibility to teach English for third grade. So, it is the first time to them to get English lesson. Before explaining and discussing the activities during job training, it is necessary to recognize the condition of the third grade of SD N Bentakan 1 as

the source of data. Therefore, the writer held class observation including the class activities and the situation in the classroom during the English lesson.

The third grade of SD N Bentakan 1 has 14 students. There are six male and eight female students. The condition of the classroom is comfortable enough. There are 14 desks, 14 chairs, one blackboard, one whiteboard, one teacher's desk, one teacher's chair, a clock, a cupboard and a lamp. To clean classroom, there are brooms, duster, and a garbage bin. It is also completed with a mirror and a comb to make the student neater. It also has enough light and has a good circulation. It makes the condition of the classroom good enough and conducive for teaching and learning activities.

Because it is the first time to them to get English lesson, they felt strange with the writer and also the material. However, they look excited and interested to join the English lesson.

C. Material Preparation

Before teaching the third grade student of SD N Bentakan 1, it is important for the writer to have a preparation including lesson plan, which consist of the classroom management, the material that will be presented, the exercises and the time organization. The purposes of making a lesson plan are to make the process of delivering the materials to the student easy and to decide which part of the topic

to teach. With the preparation, it is expected that the writer can explain the material during the learning process well.

Curriculum that is used by SD N Bentakan 1 is KTSP (curriculum of education unit level 2007). But, the writer faced a problem. Because the third student is never given the English lesson before, there is no source of material or handbook. Therefore, the writer has to make and determine the topic which is suitable with their level by her. The material has to contain four skills. Those are listening, reading, speaking and writing.

In making lesson plan, the writer has to involve the four aspects including motivating strategies, presentation strategies, skill practice, and assessments / evaluations.

Besides making the lesson plan, the writer also prepares the *realia* that is suitable with the topic to make the explaining of material easily so that the students can understand the material well.

D. Teaching and Learning Activities

In SD N Bentakan 1, the process of teaching and learning English is held every Monday. The allotted time for English was 45 minutes for one lesson. It starts at 10.15 am until 11.00 pm. The teaching and learning process that the writer had practiced can be divided into several sections bellow:

1. Greeting

Greeting is the first step in the teaching and learning process. It is done in the beginning of the class meeting. The writer greeted the students after she entered the class. The students have to reply the greeting together. The greeting example is:

Teacher: "Good morning, students?"

Students: "Good morning, Miss."

Teacher: "How are you today?"

Students: "I am fine, thank you. And you?"

Teacher: "I am fine too, thank you."

The main aims of greeting are to make the student relax before they learn the material and to make them used to say greeting in English.

After greeting, the writer checked the students' attendance by calling their names one by one based on the name list. This activity can help the writer to know and remember the names of the students.

2. Motivating Strategies

The next stage of English learning is motivating strategies. In this stage, the activity done is warming up or BKOF (Building Knowledge of the Field). Warming up was used to prepare the students' psychological readiness. The points of warming up are asking question of the material and the topic being discussed, eliciting some new vocabularies and mentioning the objectives of the lesson.

At the first meeting, the writer chooses the topic about animals. She also prepared the *realia* related to the topic. Firstly, the writer asked the students who like animal. The students raise their hands and all of them want to answer the question. To avoid disturbance in the class, the writer pointed one of the students to answer the question. The sample questions are as follows:

Teacher: “Do you like animal, Vivi?”

Vivi : “*Ya.*”

Teacher: “What animal do you like?”

Vivi : “Cat”

Teacher: “Do you have it at home?”

Vivi : “*Ya.*”

She answered the questions shortly because she did not know how to answer a question completely yet. The main purposes of warming up are to introduce the topic to the students and to attract their attention in joining the English learning.

3. Presentation Strategies

After the warming up, the next stage is explaining the topic. In this stage, the writer should act as resource. Firstly, the writer explained the material in mother tongue. It is due to the fact that the students do not understand and will be confused with what the writer said if she explained in English. By using the mother tongue, the student can accept the material easily and they can understand well.

In explaining the material, the writer brought some *Realia* related to the topic. *Realia* is more effective than pictures. Because by using realia, the student could not only see the form of the thing, but also touch the real objects directly. It could help the students to recognize the things and remember the names easily. *Realia* could also raise their interest to the lesson and avoid boredom during the lesson.

The material delivered consists of four skills. They are listening, speaking, reading and writing. These four skills were always done in the English lesson.

A. Listening

The writer began the lesson by using *realia* to explain the whole vocabularies. The material delivered was about parts of body. So she needed not to bring the *realia*, because the real object is in their bodies. She touched the part of body while mentioning the names in Indonesian first, and then in English. The students listened to what the writer said. For example:

Teacher: “(touched her eyes) *Mata*, eyes.
(touched her nose) *Hidung*, Nose.
(touched her mouth) *Mulut*, Mouth.
(touched her ears) *Kuping*, Ears”

The writer did this until all of vocabularies were mentioned.

After the writer finished the explanation, she made an activity in the class related to the material. She mentioned the vocabularies and the students had to point or show it. For example:

Teacher : Show me your eyes!
Students : (Pointed their eyes)
Teacher : Ok, good. Now, show me your hands!

Students : (Showed their hands)

In doing this activity, they still made many mistakes. Some of them pointed or showed the wrong part of body. But, they changed their answer then, because they looked at their friends. This activity is fun, because if there was someone who makes a mistake, they laughed it and try to correct their friend, even though it was still wrong. But with their mistakes, they have good desire and want to try more.

The main purpose of listening is that the students can understand the meaning of what they listened. And by doing this listening activity, it is expected that their listening skill increased.

B. Speaking

In the speaking sections, the writer asked the students to say the vocabularies that had been explained by repeating after her. They repeated the vocabularies one by one. The speaking section is done to make the students able to say the words in correct pronunciations.

For example:

Teacher: "*Guru*, teacher"

Students: "*Guru*, teacher"

Teacher: "Good. *Tentara*, soldier"

Student: "*Tentara*, soldier"

In this material explanation, the writer chooses the toys instead of the real object.

After that, the writer gave some sentences and the meanings by writing them down on the whiteboard. Then, she read the sentences and asked the students to repeat them. The sentences are for instances:

My father is a farmer

My brother is a soldier

(ayahku adalah seorang petani) (Kakakku adalah seorang tentara)

My mother is a nurse My sister is a singer.
(Ibuku adalah seorang perawat) (Kakakku adalah seorang penyanyi)

The next activity is asking the students about what their fathers are. They answered the question enthusiastically. Then the writer asked them to make a sentence based on their father's job and let them come in front of class to speak their sentences one by one randomly.

Another speaking activity is by giving a song related to the topic. Beside as an interlude during the lesson, it could practice the students to speak English and make the lesson more interesting for them. By singing a song, they can learn to speak English in correct pronunciation.

C. Reading

The next is reading skill. In this section, it is expected that the students can understand the meaning of what they read. It can be done by giving some reading activities during the lesson. Firstly, the writer wrote all vocabularies that were being taught in the whiteboard completed with the pronunciation. For example:

Dog = anjing /dog/	Rabbit = Kelinci /ræbit/
Cat = kucing /kæt/	Fish = Ikan /fisy/
Frog = katak /frog/	Duck = Bebek /dʌk/
Bird = Burung /bɜrd/	Ant = Semut /ænt/

Then, the writer let the students read the vocabularies and they had to memorize them.

In this reading section, the activity given was matching words. The student had to match the word with the correct realia. The writer show the word written down in a card, and the student's task was touching the correct realia. For example:

Teacher	:”(Show the word dog) Touch this animal!”
Student	:” <i>Ini miss.</i> (The students touch the dog doll)
Teacher	:” Very good. Next, touch this animal! (Show the word lion).”
Student	:” <i>Ini, ini.</i> (The students touch the lion doll).”

In doing this activity, they struggle the animal that would be showed. But, it can make them happy and raise their interest during the lesson.

In teaching vocabularies of animals, it is impossible to bring the real object into the class. Therefore, the writer replaced it by using the replica of the object, such as dolls and toys.

4. Writing

By the three sections above, it is expected that the students are used to English words. It will be completed with writing skill. In this last section of presenting strategies, they learnt to write down the words in their own book. They had to write them down correctly based on what the writer wrote in the whiteboard.

The writer walked around the class to check the student notes. But this activity was not as easy as she imagines. They were many students who do not write the words correctly. They still make many mistakes in their writing. Beside this, there was student who is very lazy. When all of his friends had finished their

task, he precisely played with his own toys. The writer tried to admonish him and ask him to come back on his main task. Finally, he can finish writing the words well.

4. Skill Practice

The fourth stage of teaching English is skills practice. The main function of skill practice is to drill the students to practice what had been taught by the writer in pair or in group. It is used to measure the students' progress of understanding the lesson. In this activity, the writer gave them some instruction to do exercise related to the topic. She had to be a supervisor and help them if they find some difficulties during doing the practice.

The writer decided to use game in this activity. Game can make the student excited and increase their motivation to join the lesson. It also can avoid boredom of the students.

In this game, the writer divided the students into 4 groups. Each group had the same task. They had to answer the writer's question by raising their hands. She prohibited the students to answer the question before the writer asked them. She pointed one of the students representing his/her group who first raise his/her hand. A correct answer will get a point. The game is as follows:

1. The writer held the cat doll up and asked the students what animal it is.
2. The students raise their hand without answering the question. They wait for the writer's instruction.

3. The writer pointed Nanda who was representing the second group to answer the question.
4. Nanda answered it and wrote down the word in the whiteboard correctly. And the writer gave them one point.
5. The writer repeated the question until 10 times and counted their score.
6. The group which got the most score was being the winner and got some gifts.

During playing this game, the students were very happy and enjoyed the lesson. They asked the writer to give a game again in the next meeting. By doing this game, some advantages were gained. First, the students can practice the exercise well and the second is that the student can enjoy the learning process and they will have more desire in the next meeting.

5. Assessment

Assessment is the last stage of English learning. Its function is to measure how far of the students understand the lesson individually, because in every learning process, it is expected that the learner gets the best result of it.

The assessments given are divided into several forms. They are listening test, speaking test, reading test, writing test. The tests are as follows:

- Listening test

The writer mentioned five parts of body. The students had to listen to the vocabularies carefully. Then she asked them to come in front of the

class and point the part of body mentioned one by one until all of the students were covered.

- Speaking test


The writer pointed a thing (for example, table), and the student mentioned the names of that thing. The students were tested one by one until all of them were covered.





- Reading test

The reading test is based on the activity done before. The writer gave them some word written down in the card. Each student got the same number of card, they are 10 cards. Then the writer showed them five animals. They had to choose the correct words between those 10 cards.

- Writing test

The writer distributed a sheet to the student which contained a test material. They had to arrange the jumbled word and write them in the space given.

Name :	
Instruction: rearrange the letters into the correct word based on the pictures.	
QUESTION	ANSWER
 1. A-R-T-B-W-S-Y-R-E-R	

 <p>2. O-T-M-O-T-A</p>	
 <p>3. A-N-A-B-A-N</p>	
 <p>4. L-P-E-A-P</p>	
 <p>5. R-E-G-A-P</p>	

These various forms of test material can make the students more interested in doing the test. The forms of the test are enclosed in the appendices.

After the test was finished, the writer gave opportunities to the students to ask a question if they did not understand the material yet. She also gave the summary about what they had learnt. Finally, the writer gave some homework to the students in order that they can continue the study at home. To end the meeting,

the writer said “Thank you students and see you in the next meeting” to the students.

E. The difficulties of teaching English vocabularies by using *realia*

Children in 3rd grade of elementary school is too difficult to control. It is due to the fact that their age is still too young. Moreover, it is the first time for them to study English. In learning activity, they still do not have concentration in material. They prefer playing some games with their friend to learning. If they were being tough they did not pay attention in the writer.

This problem has to be solved as soon as possible. Therefore, the writer decided to use *Realia* in teaching English vocabularies to the students. As described above, *realia* is an object from real life used to improve students' understanding. It can help the explaining process run easily and the students can understand the material delivered better.

But, in teaching vocabularies to young learner by using *realia*, it is impossible without any difficulties. The difficulties are:

- Bringing real object into the class is not always easy. If the material delivered is about things in the class, part of body or stationary, the *realia* can be used. Because the *realia* of those object are easy to find and bring. But if the material is about animal, profession or fruit, it is difficult to bring the *realia*.

- Using *realia* in the class, sometimes, makes the disturbance in the class. Because when the writer showed and let them touch, they play it by themselves. Even they struggled for the *realia* until one of them cried.

F. The solution to solve the problem found out

The problems found out above have to be solved as soon as possible in order that they will not disturb the learning process. These are the solutions that the writer took to overcome the problem;

- The first solution is replacing the *realia* that can not be brought into the class with their replica. For example, it is impossible to bring a real dog to the class. So, the writer changed it by bringing a doll of dog. Not only it can help the explaining process, but it also makes the students interested when the writer let them touch it.
- The second solution is applying the regulation resolutely. The students were allowed to touch the *realia*, but they had to join them with the other friends.

With the solutions above, the English teaching and learning process can run effectively and the students can accept the best result of learning.

G. The effectiveness of using *realia* in teaching English vocabulary to young learners

As discussed above, using *realia* can help the teaching English vocabularies to young learners run more effective. In delivering the material to the

students, *realia* can make the learning experience more memorable for them. The students also became more active in receiving information during the learning process because the roles of the student are also important to support the lesson.

By using *realia*, the students could recognize the things and remember the names easily. It means that they can absorb the material delivered better. Beside these, using *realia* can make the learning process more fun and attractive. As results, the students' interest to the lesson was increased and the boredom during the lesson can be avoided.

CHAPTER IV

CONCLUSIONS AND SUGGESTION

A. Conclusions

Based on the discussion in the chapter III above, some conclusions can be drawn.

They are:

1. The teaching and learning English vocabularies using *realia* consists of five steps. They are:

- a. Greeting

In this section, the writer greeted the students in English sentence to make them enjoy joining the English lesson. Then, she checked the students' attendance by calling their names one by one.

- b. Motivation strategies

This stage is warming up or BKOF. In the warming up, the writer gave some questions related to the topic to introduce the topic and to attract their attention to join the English lesson.

- c. Presentation Strategies

The writer used *realia* to help the delivering process run effectively. *Realia* is more effective than picture. By using *realia*, the student could not only see the form of the thing, but also touch the real objects directly. She divided the presentation strategy into four sections. They are listening, speaking, reading and writing. All of these sections can

help the student to understand better the material. The writer also kept their interest in joining the lesson by letting them to touch the *realia*.

d. Skill Practice

Skill practice is done to drill the students to practice what had been taught by the writer in pair or in group. In this stage, the writer decided to use game. It can make the student excited and increase their motivation to join the lesson and can avoid boredom of the students.

e. Assessment

Assessment is given to measure how far of the students understand the lesson individually, because in every learning process, it is expected that the learner get the best result of it. The writer gave some test in several forms as the assessment.

2. Using *Realia* in teaching English Vocabularies to the third students faced some difficulties. The difficulties lie in the fact that; not all the *realia* related to the topic could be brought into the classroom and that the students made disturbance due to they struggled the *realia*.
3. The difficulties of using *realia* in teaching English Vocabularies can be solved by using several solutions. They are; replacing the *realia* with their replica such as dolls and toys and applying the resolute regulation to the student during the lesson.
4. The effectiveness of using *realia* can be concluded as follows:
 - a. The learning experience became more memorable for the learner.

- b. The students became more active in receiving information during the learning process because the roles of the student are also important to support the lesson.
- c. The students could recognize the things and remember the names easily.
- d. Their interest to the lesson was increased
- e. The boredom during the lesson can be avoided.

B. Suggestions

Based on the conclusion above, the following suggestions are prompted:

1. To SD N Bentakan I

It would be better if SD N Bentakan I provide the educational tool, especially for English learning, such as pictures of object, animal dolls, toys that can help the learning process of English and can improve the student understanding of English.

2. To English Diploma Program

a. The students

The students should be more creative in doing the job training, such as; creating some games, preparing some pictures or *realia*, etc.

b. The Lecturer

It is very suggested that the lecturer give more training about how to manage the children during the lesson. It is expected that by giving more training to the students, they can apply it and can do the job training better.

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