IMPROVING THE STUDENTS' VOCABULARY ACHIEVEMENT
THROUGH THE USE OF REAL OBJECTS OF
THE FIRST YEAR STUDENTS OF SLTP NEGERI 1 TEKUNG LUMAJANG
IN THE ACADEMIC YEAR 1999 / 2000

REPORT WRITING

Presented as One of the Requirements to Obtain SPd Degree at
the English Education Program of The Language and Art Department of
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Jember University

by :

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MOTTO

NO LANGUAGE NO HUMANITY
NO WRITTEN LANGUAGE NO CIVILIZATION
SO LANGUAGE PLAYS AN IMPORTANT ROLE
IN IMPROVING CIVILIZATION

(C. H. LAIRD)

DEDICATION

This Report Writing is honorably dedicated to :

My beloved parents (Bahar and Arpi'a)

My beloved wife (Siti Wulandari)

My beloved daughter (Alvin Kusuma Wardhani)

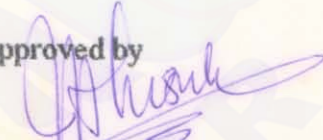My beloved son (Arya Wikrama Wardhana)

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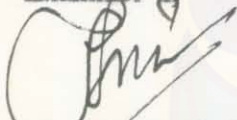
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Finally, I realize that this report writing is far from being perfect. For the sake of perfection, I do hope any criticisms, suggestions, and any other opinions from the readers which will be helpful to make this report writing

better. Then, I hope that this report writing will be useful for the readers especially for those who are in the field of education.

Jember, September 2000   The Writer,
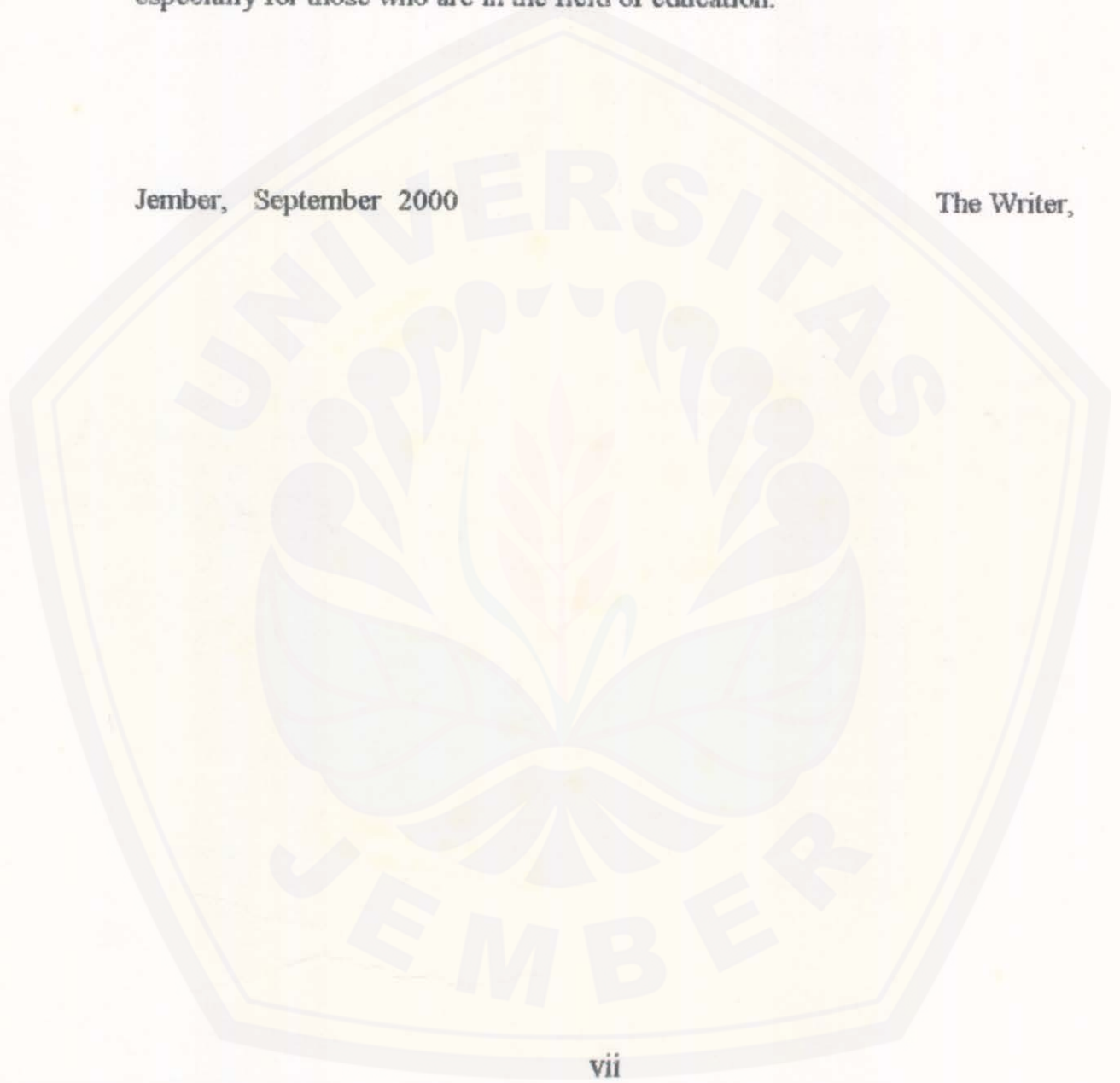
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ABSTRACT

This Classroom Action Research is aimed at improving the students' vocabulary achievement in learning English. This research was carried out at SLTP Negeri 1 Tekung Lumajang for one month, from April to May 2000. It was implemented in two cycles, in which each activity had four activities, namely : (1) planning the action, (2) implementing the action, (3) observation, and (4) reflection. The data was collected through class observation and vocabulary test. The class observation was used to get the data about the classroom atmosphere when the students were being taught and the test was used to obtain the students' vocabulary achievement. The collected data were analyzed by using descriptive quantitative technique. The results of observation showed that the classroom atmosphere was getting better than before. They were eager to cooperate with the others, to work within groups to find out the solution of the given questions, tasks and the like. There were only a few mistakes made by the students in guessing what the given real objects were about. There was almost no more misperception made by them upon the presented real objects. Then, the results of test showed that there was improvement of the students' vocabulary achievement in the second cycle. It was supported by the increase of the students' mean score of vocabulary from 64,77, that was classified as ' *fair* ' in the first cycle to 72,21, that was classified as ' *good* ' in the second cycle.

Key Words : Real Objects, Vocabulary Achievement.

CHAPTER I
INTRODUCTION

1.1 Background of the Research

English as an international language is considered as the first foreign language that should be taught to all grades from the elementary school, Junior and Senior High School and local course. It is stated in the 1994 Curriculum that English is the first foreign language that is considered important for getting and developing science, technology and culture, and communicating with other countries (Depdikbud, 1993 : 1).

As an international language, English always grows and develops as a world development. In accordance with the development of a world, many kinds of science books are written in English. In other words, English functions not only as a means of international social communication, but also as the key to get information which is badly needed in modern life. Consequently, most people try to acquire the foreign language especially English in order to get information as much as possible.

The acquisition of a foreign language cannot be separated from words or vocabulary of the target language, because it is the first acquisition someone takes when s/he is learning a language. Napa (1991 : 6) states that vocabulary is one of the components of language and that no language exists without words. words are signs or symbols of idea. They are the means by which people exchange their thoughts. The more words we learn, the more ideas we shall have, so we can communicate the ideas more effectively. Someone can speak, write, exchange ideas and understand what others say if s/he possesses a certain number of vocabularies. In brief, for getting vocabulary of a certain language, someone has to know the meaning of the words, the pronunciation of the words, and then s/he must try to use them in communication continuously. Vocabulary as the significant element of any language affects on the other skills such as in reading, listening, speaking, and writing. For instance, the word someone chooses for

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writing will determine on how clearly and accurately s/he expresses ideas. The words someone chooses for communication will affect on how well s/he can express ideas orally, and how well the persons s/he talks to understand. From the description, it can be concluded that mastering vocabulary is considered to be important in learning a language. Without mastering vocabulary, the students will get many difficulties in listening, speaking, reading, and writing.

However, mastering English vocabularies well is not easy, especially for the students of Junior High School in a remote area. There are still many of our students facing a lot of difficulties to understand the English texts and to extract the needed information on account of their lack mastery of vocabulary used in the given texts. They cannot understand the contents of the reading texts in learning English because they do not know the meanings of some words or key words. It usually makes them difficult to answer the questions dealing with the given English text without first knowing the meanings of vocabulary used written in that text.

Since vocabulary is important to improve other skills, the teacher needs to know the techniques of teaching activities which he believes to be motivating. It means that the teacher should know the best way he uses in teaching his students. Because his teaching skill depends on both his language proficiency and knowledge of techniques of language teaching. The principles of teaching vocabulary are to reach the target language.

Based on the writer's experience the vocabulary mastery of the students at SLTP Negeri 1 Tekung is very low. It is known from the results of their vocabulary achievement test. The writer believes that this condition is much influenced by the techniques used by the teacher that can't arouse their interest and motivation. The techniques make them bored, shy, and afraid of making mistakes. Thus, they cannot memorize the vocabulary well.

Based on the above reasons, the writer as one of the English teachers tried to find and to present an effective technique in solving their problems. In conducting

this classroom action research he focussed on the use of many kinds of real objects in presenting new vocabularies because he wanted to get the scientific responses whether or not the use of Real Objects could improve the students' vocabulary achievement.

1.2 Problems of the Research

Stating a problem is a very important step in a research since the problem will provide the research direction to the research process. Based on the background described above, the problems can be formulated as follows :

1) How can the use of real objects in teaching vocabulary improve the class atmosphere ?

2) How can the use of real objects improve the vocabulary achievement of the first year student of SLTP Negeri 1 Tekung - Lumajang in the academic year of 1999/2000 ?

1.3 Scope of the Research

The 1994 English Curriculum expects the students to have skills on reading, scrutinizing, speaking, and writing in English through themes chosen based on the students' interest, needs, and mastering of certain vocabularies. Meanwhile the specific objective of the 1994 English Curriculum for the first level at the third cawu is to make the students know and understand some themes presented. The themes presented include shopping, hobbies, and games.

In this research, the writer took only one theme, that was 'Shopping', sub themes 'Healthy food and vegetables, and at the Shop and Supermarket'. They would be presented using real objects.

The respondents of this research were all of the first year students of the third cawu of SLTP Negeri 1 Tekung in the academic year of 1999/2000, mainly the 1E class.

1.4 Purposes of the Research

According to Arikunto (1993 : 49) the purpose of the research is the answer or conclusion that the research wants to get after the activity of the research. Related to the research problems, the purposes of this classroom action research are as follows :

1) To improve the classroom atmosphere through the use of real objects in teaching vocabulary
2) To improve the students' vocabulary achievement through the use of real objects in teaching vocabulary

1.5 Significances of the Research

By conducting this research, the results are expected to be useful for the following people :

1.5.1 The researcher

To get an experience to conduct a classroom action research by using real objects in teaching vocabulary, and to improve the English teaching quality

1.5.2 Other English teachers

The results can be used by the English teacher as an input or a reference to improve the teaching quality of vocabulary and to increase the students' vocabulary achievement

1.5.3 The students

The results are useful for the students to increase their vocabulary achievement

1.5.4 The school

The results are useful for the school as information to provide real objects as the teaching media to develop the English teaching quality

CHAPTER II
THEORITICAL FRAMEWORK

A research that is conducted by using a theory without practice would be useless. The theory provides an important link between existing knowledge and the problem that is being investigated. A good theory enhances the credibility of the research, whereas a poor theory diminishes credibility of the research (McMillan, 1992 : 43). Further, he says that the functions of theory are :

1) to conclude the generalization the facts that are taken by observation
2) to give framework in order to analyze and to classify the facts that are collected in a research
3) to give prediction to new phenomena happen in the future
4) to refine the result problem

From the description above, it can be concluded that a theory is needed in a research since it gives the researcher a guiding frame work for explaining, describing, and classifying the problem as well as formulating the hypothesis.

This chapter will present the underlying theories related to the teaching of vocabulary using real objects. There are five major points to be discussed, namely : (1) the importance of vocabulary achievement in learning English, (2) the basic theory of media, (3) the basic theory of real objects as visual media, (4) the advantages of using real objects in the teaching vocabulary, and (5) action hypothesis

2.1 The Importance of Vocabulary Achievement in Learning English

Vocabulary plays an important role in learning languages, mainly for the learners who learn another language, Napa (1991 : 6) says that vocabulary is one of the components of language and that no language exists without words. Hornby (1986 : 959) defines vocabulary as the total number of words which (with rules for combining them) make up a language or range of words

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known to, or used by, a person, in trade, proffesion, etc.

Concerning with the term achievement, Winkel (1986 : 162) says that achievement is the proof of the successful effort that can be reached or any result of what has been taught and learnt. It shows individual performance rather than action. From these explanations, it can be concluded that vocabulary achievement is a proof of the successful effort or any result what has been taught and learnt by individuals or a class in relation to the vocabulary subject. The vocabulary achievement is crucial when students want to express their ideas or feelings in communication and in learning grammatical aspects. Someone's quality in learning a language depends on the quality and quantity of the vocabulary s/he possesses. The more vocabulary s/he owns , the more chance s/he will use it (Tarigan, 1993 : 2).

Vocabulary spelling affects not only on the students' reading skills, but also on their speaking, listening, and writing skills. In listening, vocabulary will influence how much the learners understand in class, lectures, speeches, and class discussions. In speaking, the words they choose affect on how well they understand the impression they make and how people react to them. If they have many vocabularies and understand them very well, they will not be doubtful in communicating in class or with other people. In reading, the total number of words used in printed materials must be recognized and the meanigs of the words must be figured out in order to understand and get its message. In writing, the learner's vocabulary determines how clearly and accurately they can express their ideas to the others (Tarigan, 1986 : 3).

Further, Meras (1984 : 47) says that one of the tools to enable the students in learning language skills, function, and grammar is the ability to recognize and produce a wide range of vocabulary items. Those statements show that vocabulary seems to be an important factor for all of the aspects of learning a foreign language. We will do nothing without any vocabularies. Because of the importance

of the vocabulary achievement in learning a language, the teacher as a motivator in the teaching learning process should have an effective strategy in teaching vocabulary.

2.2 The Basic Theory of Media

Media is considered as one of the important learning instruments in the English teaching learning process. It can help the teachers to keep the process of the teaching learning run more effectively and efficiently because this instrument can arouse the students' motivation, or desires to know more about the learning materials learned (Soekartawi et al, 1996 : 73). Meanwhile Gagne in Soekartawi (1996 : 72) says that media is a learning source to motivate the students to learn. Soekartawi (1996 : 73) says that the function of media in the teaching and learning process is to motivate the students, to provide any different types of learning condition, to help students to study easier, to provide more systematic learning order, to give the selective examples, to reinforce the learners' cognitions about the learning content and to give the relax impression on studying. Further, Rowntree in Latuheru (1997 : 21) states that there are five main functions of using media in the teaching learning process. Their functions are as follows :

1) to motivate the students

2) to preview the previous lessons

3) to provide the stimulus of study for the students

4) to make the students respond actively, and

5) to give feedback immediately

From the statements above we can conclude that media have an important role in the teaching learning process. Their function for both the students and the teacher is to help them achieve the instructional goals. Because of the important role of media, the writer suggests to the teachers to use media. Of course, the

combination of several media will be more useful and helpful because the weakness of one media can be covered by other media.

Media can be visual or audio. Visual media mean the media which are easily seen by bare eyes such as real objects, pictures, photographs, diagrams, etc. While audio media mean media that refer to those that can be listened such as radio, tape recorder, etc. (Davies, 1991 : 154).

2.3 The Basic Theory of Real Objects As Visual Media

Our eyes are a very important gate way to our mind. For most people the visual impression is the one which can be most easily interpreted. It is the longest lasting and relate most readily to other sensory experiences. Dale in Latuheru (1988 : 16) says that the comfortable forms depend upon the experiences. From these, someone will acquire knowledge about 75 % from sight, 13 % from hearing, and 12 % from others.

Real objects as visual media are applied to materials, visualized devices and procedures rather than the printed or written work that can be used to make the teaching more interesting and effective to the students and to captive their attention. Real objects are one of the teaching aids that can be seen such as blackboards, picture files, charts, wall charts, flash cards, vegetables, fruit, drinks, etc. Real objects are very important for students because they will understand and retain the meaning of a word better than a verbal description when they have been shown or have touched some objects associated with it. They are very important in a foreign language learning because they can not only stimulate the sense of sight, the one channel which is primarily important in the acquisition of a foreign language, ensure the greater students' participation but also increase the effectiveness of learning by helping the students to assimilate ideas in a more meaningful and interesting manner. Although the real objects can be used to make the teaching more effective, but in choosing them we must be careful.

In teaching beginner levels, students may be asked to name the real objects, put them somewhere, give them to someone, etc. At a later stage, they may be placed on a table and the teacher or a student may remove one of the objects. Another student may be asked to name the object which is no longer there.

2.4 The Advantages of Using Real Objects in teaching Learning of Vocabulary

Basically, teaching learning process is the process of communication where the teacher gives knowledge or message transferred can be in the form of verbal or non verbal symbols. However, students often get difficulties in interpreting the message. One way to overcome this problem is by using media such as real objects (Gerlach : 1980 : 372).

As a part of visual aids, of course, real objects will give effects to the students' achievement on vocabulary since real objects can be very helpful in teaching and studying a language. They can provide secondary experience and enable the students to get information easier because it is more realistic than that of using verbalism. Gerlach (1980 : 376) states that the advantages of the use of real objects are as follows :

1) real objects have potential of increasing realism.

2) real objects are preferred when authenticity is desired

3) real objects provide realism

4) all other things being equal, the more closely the conditions of learning aproximate the conditions of later performance, the more effective the instruction will be

5) real objects can frequently be handled, manipulated, assembled, and observed very closely

6) both teachers and students can become extremely valuable allies in building collections of real objects

From the statements above, we can conclude that real objects have some advantages in teaching learning process because they can be easier for the teacher to transfer the contents of instruction, and make it easier for the students to receive the information.

2.5 Action Hypothesis

Another important step in conducting a research is formulating hypothesis. Hypothesis can give the temporary answers. Arikunto (1993 : 62) says that hypothesis can be interpreted as a temporary answer to a research problem, until it is proved by the obtained data.

In relation to the problems, the research purposes, and supported by the literature review, the action hypothesis of this research are as follows :

1) The use of real objects in teaching vocabulary can improve the classroom atmosphere

2) The use of real objects in teaching vocabulary can improve the first year students' vocabulary achievement of SLTP Negeri 1 Tekung - Lumajang in the academic Year of 1999 / 2000

CHAPTER III
RESEARCH METHODS

In this chapter the discussion concerns with the research methods used in this action research that cover : (1) Research Setting, and (2) Research Procedures

3.1 Research Setting

This Classroom Action Research was carried out at SLTP Negeri I Tekung - Lumajang which is located on Jalan Raya Tekung - Lumajang. The subjects of this research are all of the first year students of the third cawu of SLTP Negeri I Tekung-Lumajang in the academic year of 1999 / 2000, mainly Class I E. The reasons of choosing this class are as follows :

1) Most of them were difficult to be motivated in learning vocabulary and in improving their vocabulary achievement. Very often, they could not understand what the text was about because they just know a few words written in the given text. It was expected that they would be able to develop their own vocabulary mastery as soon as they are learning English vocabulary with the help of real objects

2) The characteristic of the students in the class was most of them often made disturbing noises, tended to be passive and to be frustrated in learning English. The number of students in that class was fourty three students. They consisted of twenty two males and twenty one females

By conducting this classroom action research the writer expected to be able to arouse their interest in learning vocabulary and improving their vocabulary achievement by the help of the use of real objects as media.

3.2 Research Procedures

3.2.1 General Descriptions of the Research

This research was implemented by means of a cyclical model, which has four activities in each cycle. They are :

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1) planning the action

2) implementing the action

3) observation, and

4) reflection

(Kemmis in Elliot , 1991 : 70).

In order to achieve the goal of this research, the actions were implemented in two cycles. Both of them were arranged to be held in the third cawu of the first year students in the academic year of 1999 / 2000.

3.2.2 Details of the Research Procedures

a. Preparation

What is meant by preparation here is all of the steps that had been done by the writer to prepare the implementation of the actions.

The followings are the important steps to be done before conducting the actions:

1) prepare the themes and sub themes to be presented

2) prepare the real objects used as the teaching media of vocabulary

3) prepare the vocabulary test dealing with the selected themes or sub themes

4) design the main procedures how to present real objects as the teaching media

5) prepare the monitoring instruments as well as instruments for evaluation, and

6) make the lesson plan of vocabulary

b. Implementation

This research was carried out during the school hours. Here, the writer carried out his classroom action research collaboratively with another English teacher. The reasons were in order to be easier to collect the data, to get the data of the research more completely and accurately and in order to get some inputs from him especially his ideas to conduct all of the activities in this action research.

In order to achieve the objective, the writer and his collaborator planned to conduct this research based on the planned programs which had been proposed. The writer believed that he would be able to improve the phenomena and the condition existing in the classroom by using the available media or facilities as well as the support from the other teachers and the headmaster.

c. Monitoring and Evaluation

The monitoring was held by the writer and his collaborator during the school hours. The instrument used to record the students' motivation and activities in the classroom is field notes. While observing the class the collaborator took notes the events, mainly the students' progress in learning vocabulary through real objects. Thus, the monitoring was focused on the use of real objects as the teaching media toward the students' activities in learning vocabulary and the class condition during the implementation of the action.

The instrument used to collect the data about the vocabulary achievement was vocabulary tests at the end of the students' actions in the first and the second cycles. The contents of the given tests, however, consisted of the key words written in the given texts.

Evaluation was carried out to know whether or not the applied action, that was the use of real objects, can improve the students' achievement in learning English vocabulary. The use of real objects as the teaching media is considered to improve the students' vocabulary achievement if their English vocabularies scores at least can achieve the curriculum target with the average score sixty five (Adapted from Depdikbud : 1993 : 204).

d. Analysis and Reflection

The method used to analyze the data about the students' vocabulary achievement was a descriptive - quantitative method. In this case, the improvement of

vocabulary achieved by the students was expressed quantitatively.

To know whether or not the students had achieved better progress in their vocabulary learning, the data collected from observation were analyzed and reflected descriptively. The results of observation and test in the first cycle were used as information to revise the lesson plan in the second cycle.

The following cycle may be needed to be implemented if most of the students have not achieved the score criteria expected. On the contrary, the action cycle was stopped if the mean score of the students' vocabulary achievement had achieved the score criteria expected in this research.
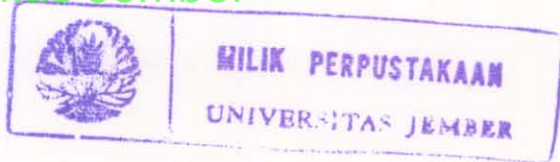
CHAPTER IV
RESEARCH RESULTS AND DISCUSSION

4.1 Research Results

As it wass stated in the previous chapter that this classroom action research had two cycles, and it was conducted for one month beginning from April to May 2000. Both in the first and the second cycles, the actions were given to the students during the lesson hours, mainly in teaching vocabulary.

This chapter discusses the results of the research implementation both in the first and the second cycles. It also presents the results of the observation done by the writer and his collaborator in the classroom dealing with the students' learning motivation during the implementation of the actions. Further, it will present the description of the English vocabulary scores gained by the students at the end of each cycle, which were taken either from their vocabulary pretest or from their vocabulary posttest. The mean scores of the two tests of vocabulary achievement will be compared. There, we will see the number of the students with the minimum score 65, which is known as the average score.

4.1.1 Descriptions of the Action Cycle 1

Based on the results of observation conducted during the implementation of the first cycle, it was known that the classroom condition as follows :

a. Classroom Atmosphere

In the first cycle, the students seemed more interested in their learning subjects. The class always looked silent without any disturbing noises compared before the action given because most of them seriously focused their attention on the real objects on the table. Nobody tried to make a noise or disturbance toward the others, so it was very helpful for the teacher to keep the class run more condusively. Eventhough some of them sometimes looked confused staring at the table, but it was very different from the usual class condition which usually became very noisy at the beginning of the lesson hours.

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The students even became more serious to join the lesson, and they were also very enthusiastic to give the needed responses to the teacher's questions. With the high motivation and eagerness, they always tried hard to express their ideas toward the teacher's questions. It was not so difficult again for them to find out the meanings of the key words of the given text, and it didn't take them a long time to understand the meanings of the new given vocabulary. By looking at the presented real objects, they could recognizewith those real objects.

However, many of them in the first cycle still had some misperception toward the given real objects, especially for those who had never known them before. When the writer showed unfamiliar real objects such as : grapes, strawberries, small changes,etc., the students from the back rows gave various responses.

In terms of the above disturbing factors, or negative phenomena happening in the first cycle, the writer had made an effort in order to eliminate them. At first, he had made more perfect preparations before conducting the actions. Not only had he collected the daily real objects but he had also chosen the real objects that were big enough for the whole class to see.

Based on the action done in the first cycle, the use of real objects as media in teaching vocabulary had made the teaching and learning activities ran more efficiently and effectively, so that it was not necessary for the teacher to write the instructional materials on the blackboard. The learning process could run more interactively, and provided the students a lot of opportunities to share with their teacher.

b. Vocabulary Achievement of the Students

Here is the table of the students' scores of English vocabulary pre test (before the action was given)

Table 1. The Students' Scores of English Vocabulary Pre - test

No. Respondent	Score
1	65
2	50
3	55
4	50
5	50
6	60
7	60
8	40
9	60
10	65
11	65
12	60
13	55
14	60
15	40
16	60
17	50
18	65
19	60
20	40
21	60
22	50
23	60
24	65
25	55
26	60
27	60
28	65
29	65
30	60
31	60
32	55
33	65
34	40
35	60
36	55
37	50
38	60

39	65
40	70
41	65
42	50
43	75
Total	2,480
Mean Score	57,67

Table 2. The Students' Scores of English Vocabulary Test of the first cycle

No. Respondent	Score
1	70
2	60
3	65
4	50
5	60
6	65
7	70
8	50
9	70
10	70
11	75
12	70
13	60
14	65
15	40
16	70
17	50
18	70
19	65
20	40
21	70
22	60
23	70
24	75
25	60
26	70
27	70
28	70
29	75
30	70

31	70
32	60
33	70
34	40
35	70
36	60
37	55
38	70
39	75
40	75
41	75
42	60
43	80
Total	2,785
Mean Score	64,77

From the two tables above, the writer can conclude that the use of real objects as media help the learners increase their English scores but there were some students in the first cycle still got the same achievement as the previous one before the actions was conducted. However, the mean score of the students' vocabulary achivement of the first cycle increased (Mean Score = 64,77) compared with that of the pre test (Mean Score = 57,67).

According to the 1994 curriculum the students' achievement with the percentage of 64.77% cannot be said as succesful learners. In the first cycle there were 15 students with insufficient improvement or they still have less good vocabulary achievement because of the fact that they could not study their lesson seriously. They rarely focused their attention on the presented real objects, had low motivation to learn English as they used to, and they seldom joined the lesson. Not only did they understand a few English words, but they also had little interest in learning English. Even some of them made no more progress in learning English.

In order to arouse their motivation, in the first cycle the writer gave some leading questions dealing with the topic to be learned. It was very important that they would receive information about what to be studied next as soon as they were given opportunities to see the real objects. For instance, the teacher often asked some questions about ' shopping ' at the beginning of the lesson before he showed the real objects of shopping. In this case, the students could catch the meanings of the given real objects more quickly.

On the other hand, each of the question given by the students was not directly accepted by the teacher instead it was directed through the class members. Here, the students were expected to share one another to find out its right answers. This has made the classroom atmosphere more interactive, communicative, and effective.

4.1. 2 Descriptions of the Action Cycle 2

Based on the result of observation conducted during the implementation of the second cycle, it was known that the classroom condition was as follows :

a. Classroom Atmosphere

In the second cycle, the students were also given enough chance to cooperate with the others, to work within groups to find out the solution of the given questions, tasks and the like, such as guessing what the real objects were about. Everybody was allowed to share with the others to work in pairs.

Again, the use of daily or familiar real objects helped them be more familiar with the things visualized. There were only a few mistakes made by them in guessing what the given real objects were about. There was almost no more misperception made by them upon the presented real objects, and it also helped them easily keep in mind the meanings of those real objects. They could remember them when they had to do the vocabulary test dealing with those words.

The use of the daily real objects had motivated them to involve in the learning process more creatively and actively. Such condition has made them become

In addition, in order to help them not make mispronunciations upon the vocabulary being taught, the teacher showed them how to pronounce several words, and let them practice pronouncing them by themselves. Later, the teacher sometimes showed the meanings of the words in Indonesian to reinforce their understandings.

b.Vocabulary Achievement of the Students

At the end of the second cycle, the writer gave the second test to find out the students' achievement of vocabulary. The scores of the students' vocabulary are presented in table below.

Table 3. The Students' Scores of Englis Vocabulary Test of the Second Cycle

The Second Cycle	
No. Respondent	Score
1	80
2	75
3	70
4	65
5	70
6	85
7	70
8	50
9	70
10	70
11	90
12	75
13	70
14	70
15	55
16	70
17	70
18	80
19	75
20	50
21	70

22	70
23	75
24	70
25	70
26	75
27	70
28	80
29	70
30	70
31	75
32	70
33	70
34	50
35	70
36	75
37	70
38	75
39	85
40	80
41	80
42	75
43	85
Total	3,105
Mean Score	72,21

From the table 3, it was known that the mean score of the students' vocabulary achievement was 72,21. According to the 1994 curriculum the students' achievement with the percentage 72.21 % can be said as *succesful.*

Here is the mean score of the students' vocabulary achivement takes from the pre test, the first cycle, and the second cycle.

Mean Score	The Pre - test	The First Cycle	The Second Cycle
Mean Score	57,67	64,77	72,21

4.2 Discussion

Based on the results of the data analysis presented in the table above and the results of observation, the results of this implemented actions of the first and second

cycles have shown gradually significant improvement toward the learners' vocabulary achievement. This means that both of their learning progress and their vocabulary achievement become much better in comparison with their previous achievementbefore the action given. Here, the students have gained better achievement ofvocabulary in the second cycle in comparison with their vocabulary achievement in the first cycle. It may be assumed that the use of real objects as the teaching media can improve not only the learners' vocabulary achievement but also their progress in learning English.

In other words, they have got better achievement toward the instructional materials targetted in the curriculum.

Having analyzed the data of the students' scores gained from the first and the second cycles, it is found out that there is a significant mean difference between the first cycle and the second cycle although it is only 7.44. It means that teaching vocabulary using real objects with the topics of ' Shopping ' , with sub topic ' Healthy Food' and 'Vegetables', and 'At the Shop' and 'Supermarket ' is effective enough to improve the students' achievement. It may happen because real objects are very helpful for the students, as they can stimulate the students' imagination and encourage the students' participation. Furthemore, by showing real objects to the students, they will get secondary experience and increase their understanding that will influence their vocabulary achievement.

From the explanations above, it can be concluded that teaching vocabulary using real objects is more effective than teaching it orally, especially in the topic of ' Shopping ' with sub topic of ' Healthy Food and Vegetables, and At the Shop and Supermarket '. The results of the actions suggest that the students' vocabulary achievement can be improved by using real objects and these teaching media are essential to be applied by the English teacher to develop the teaching quality and to increase the students' vocabulary achievement.

CHAPTER V
CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the results of the data analysis discussed in the previous chapter, the alternative hypothesis was accepted. The results of the actions could be concluded as follows :

1) The classroom atmosphere was getting better than before the actions given

2) The students' vocabulary achievement can be improved by the use of real objects as the teaching media in the teaching and learning process of vocabulary conducted in both the first and the second cycles. It was proved by the increaseoof the mean scores of the students' vocabulary achievement from enough quality (Mean score = 57,67) before the action to more than enough quality (Mean score = 64,77) in the first cycle, and good quality (Mean score = 72,21) in the second cycle.

The above conclusion shows that the applied action, that is, the use of real objects as the teaching media in the teaching and learning process can improve the students' vocabulary achievement. It is believed that the use of real objects as the teaching media is badly needed to improve the students' achievement in order to achieve the instructional targetted in curriculum.

5.2. Suggestions

Based on the results of this classroom action research, some suggestion are given to the English teacher, the school, and the other researchers

5.2.1. The English teachers

In helping the students understand and learn English vocabulary, especially in the theme of ' Shopping ' with sub theme of ' Healthy Food and Vegetables, and At The Shop and Supermarket ', it is better for them to use real objects as the teaching media since real objects are more effective than others

5.2.2. The school

It is hoped that the school will be willing to supply enough media, specially real objects to help the students increase their English vocabulary

5.2.3. Other researchers

They are hoped to conduct the other classroom action research dealing with the other media as the teaching media used in the teaching learning process to improve the students' vocabulary achievement

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Appendix 1

PROGRAM SATUAN PELAJARAN

Mata Pelajaran	: Bahasa Inggris
Tema	: Berbelanja (Shopping)
Anak Tema	: a. Healthy food and vegetables
	b. At the shop and supermarket
Kelas / Cawu	: I / 3
Waktu	: 5 x 90 menit

I. TUJUAN PEMBELAJARAN UMUM

A. Ketrampilan Berbahasa

Siswa dapat :

1. Menemukan informasi rinci yang tersurat dan tersirat

2. Menemukan pikiran utama dari bacaan

3. Melakukan percakapan pendek dan sederhana dengan lancar

4. Mengungkapkan pikiran, pendapat, dan perasaan secara sederhana

5. Melengkapi percakapan sederhana dan singkat

6. Menyusun kata - kata acak menjadi kalimat yang padu

B. Penggunaan bahasa dan unsur bahasa

Siswa dapat :

1. Memahami dan atau mengungkapkan keinginan

2. Memahami dan atau mengungkapkan rasa suka / tidak suka

3. Memahami dan atau menggunakan The Present Continuous Tense

4. Memahami dan atau menggunakan kosa kata yang berhubungan dengan tema

" ber be lanja "

II. TUJUAN PEMBELAJARAN KHUSUS

Pertemuan I

Siswa dapat :

1.1. mengidentifikasi realia yang ditunjukkan oleh guru

1.2. menemukan informasi tertentu dengan mencocokkan realia dengan kata-kata yang ada

1.3. menjawab pertanyaan berdasarkan bacaan yang ada

Pertemuan II

Siswa dapat :

2.1. menjodohkan realia dengan kata-kata yang tersedia

2.2. menjawab pertanyaan tentang realia

2.3. melengkapi daftar yang tersedia berdasarkan realia yang ada

2.4. menjawab pertanyaan lisan yang diberikan oleh guru berkaitan dengan realia

Pertemuan III

Siswa dapat :

3.1. memberi nama-nama realia dengan kata-kata yang tersedia beserta ukuran - ukurannya

3.2. memberi tanda cawang dan atau tanda silang mengenai ukuran-ukuran sesuai dengan golongannya

3.3. menyusun kata-kata acak menjadi kalimat padu dengan benar

Pertemuan IV

Siswa dapat :

4.1. menjawab pertanyaan yang menggunakan kata tanya " Which"

4.2. menggunakan kata tanya "Which" dengan benar

Pertemuan V

Siswa dapat :

5.1. menemukan informasi tertentu dari dialog

5.2. menjawab pertanyaan yang berhubungan dengan dialog

5.3. Menjawab pertanyaan sesuai dengan gambar

III. MATERI PELAJARAN

Buku Paket " Let's Learn English " Kelas I cawu 3 halaman 71 - 80

IV. KEGIATAN BELAJAR MENGAJAR

A. Pendekatan   :   Pendekatan Komunikatif

B. Langkah- langkah :

Perte muan	Bahan	Kegiatan	Tugas	Waktu
I	Unit 9	Mengerjakan tugas I A - I E	Perorangan	2 x 45 menit
II	Unit 9	Mengerjakan tugas I F - II B	Perorangan	2 x 45 menit
III	Unit 9	Mengerjakan tugas III A - III C	Kelompok	2 x 45 menit
IV	Unit 9	Mengerjakan tugas I A - I F	Perorangan	2 x 45 menit
V	Unit 9	Mengerjakan tugas II A - II D	Kelompok	2 x 45 menit

V. PENILAIAN

A. Prosedur Penilaian

1. Penilaian kemajuan belajar dilaksanakan selama KBM berlangsung melalui tugas-tugas yang dikerjakan siswa

2. Penilaian hasil belajar dilaksanakan setelah selesai satu tema

B. Alat Penilaian

    1. Penilaian kemajuan belajar dalam bentuk tugas-tugas dan latihan

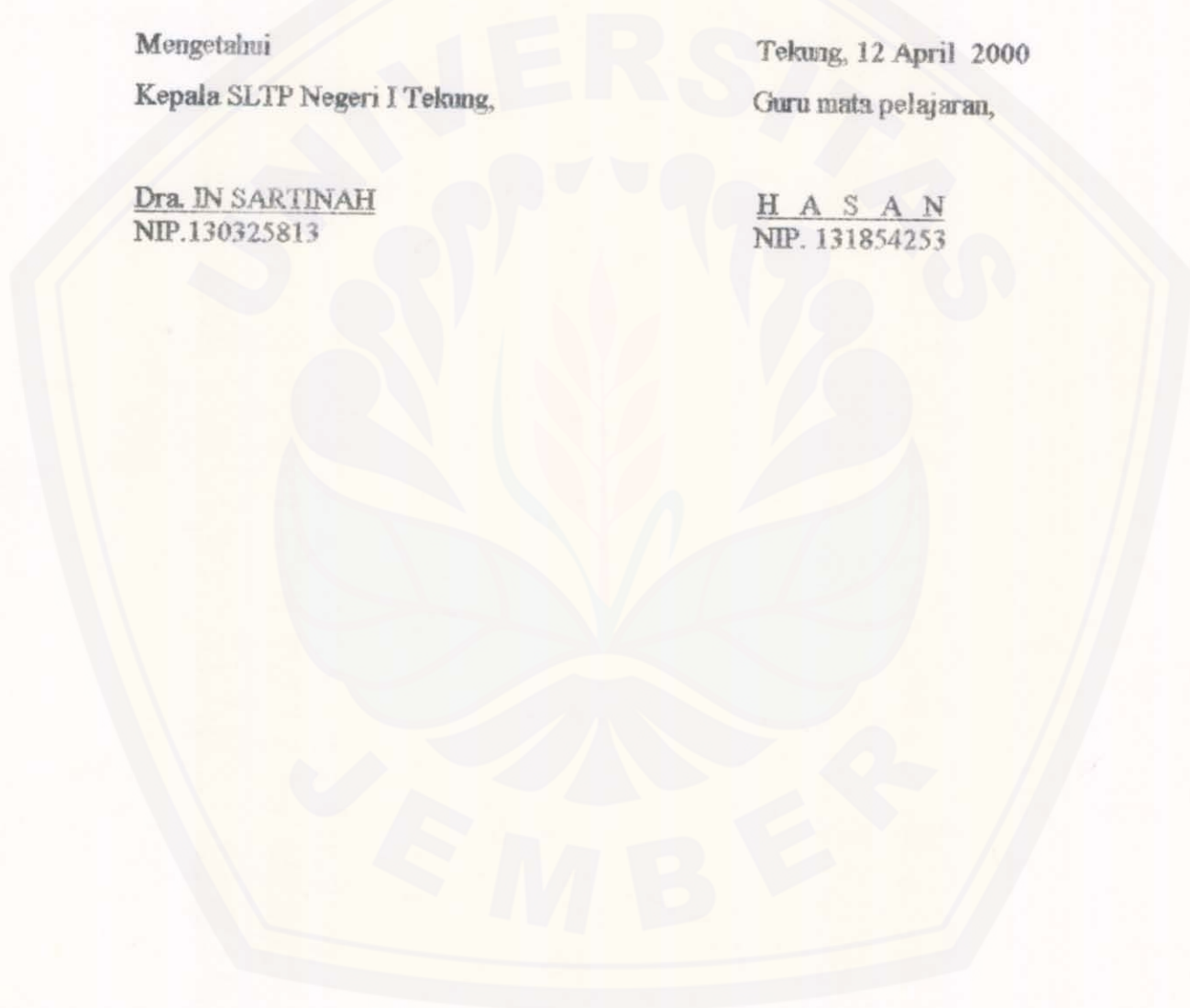   2. Penilaian hasil belajar dalam bentuk ulangan harian

Mengetahui

Kepala SLTP Negeri I Tekung,

Tekung, 12 April 2000

Guru mata pelajaran,

Dra. IN SARTINAH

NIP. 130325813

H A S A N

NIP. 131854253

Appendix 2

RENCANA PENGAJARAN I (CYCLE I)

Mata Pelajaran	:	Bahasa Inggris
Tema	:	Berbelanja (Shopping)
Anak Tema	:	At the Shop and Supermarket
Kelas / Cawu	:	I / 3
Waktu	:	2 x 45 menit
Pertemuan	:	ke-2

I. TUJUAN PEMBELAJARAN KHUSUS

Siswa dapat :

1. menjodohkan realia yang berhubungan dengan makanan sehat dengan kata-kata yang tersedia
2. menjawab pertanyaan tentang realia yang berhubungan dengan makanan sehat
3. melengkapi daftar yang tersedia dengan realia yang ada
4. menjawab pertanyaan lisan yang diberikan oleh guru berkaitan dengan realia tentang makanan yang sehat

II. MATERI PELAJARAN

Buku Paket halaman 74 - 75

III. KEGIATAN BELAJAR MENGAJAR

A. Kegiatan Awal :

1. Salam dan tegur sapa
2. Guru mengabsen siswa
3. Guru memberi motivasi tentang pelajaran yang lalu
4. Guru membahas tugas

B. Kegiaan Inti :

1. Siswa menjodohkan realia dengan kata-kata yang tersedia
2. Siswa menjawab pertanyaan tentang realia
3. Siswa melengkapi daftar yang tersedia dengan realia yang ada
4. Siswa menjawab pertanyaan lisan yang diberikan oleh guru berkaitan dengan realia

C. Kegiatan Akhir :

1. Guru memberi tugas ketrampilan berbahasa
2. Guru memberi kesempatan siswa untuk bertanya

3. Guru bersama siswa menyimpulkan bahasan yang baru dipelajari

IV. PENILAIAN

A. Prosedur Penilaian

1. Penilaian proses dilaksanakan selama tindakan diberikan pada siswa
2. Penilaian hasil belajar dilaksanakan pada akhir pembelajaran setelah tindakan diberikan dalam bentuk tes tertulis (written vocabulary test)

B. Alat Penilaian

Berupa soal - soal Ulangan Harian

Mengetahui
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Appendix 3

RENCANA PENGAJARAN II (CYCLE II)

Mata Pelajaran : Bahasa Inggris
Tema : Berbelanja (Shopping)
Anak Tema : Healthy food and Vegetables
Kelas / Cawu : I / 3
Waktu : 2 x 45 menit
Pertemuan : ke-1

I. TUJUAN PEMBELAJARAN KHUSUS
Siswa dapat :
1. mengidentifikasi realia yang berhubungan dengan belanja yang ditunjukkan oleh guru
2. menemukan informasi tertentu dengan mencocokkan realia tersebut dengan kata-kata yang ada
3. menjawab pertanyaan berdasarkan bacaan yang ada

II. MATERI PELAJARAN
Buku Paket halaman 71 - 73

III. KEGIATAN BELAJAR MENGAJAR
A. Kegiatan Awal :
1. Salam dan tegur sapa
2. Guru mengabsen siswa
3. Guru memberi motivasi tentang pelajaran yang lalu
4. Guru membahas tugas
B. Kegiaan Inti :
1. Siswa memperhatikan guru yang menunjukkan realia
2. Siswa mencocokkan realia dengan kata-kata yang ada
3. Siswa menjawab pertanyaan bacaan
C. Kegiatan Akhir :
1. Guru memberi kesempatan siswa untuk bertanya
2. Guru bersama siswa menyimpulkan bahasan yang baru dipelajari
3. Guru memberi tugas ketrampilan berbahasa

IV. PENILAIAN
A. Prosedur Penilaian
1. Penilaian proses dilaksanakan selama tindakan diberikan pada

siswa
2. Penilaian hasil belajar dilaksanakan pada akhir pembelajaran setelah tindakan diberikan dalam bentuk tes tertulis (written vocabulary test)

B. Alat Penilaian
Berupa soal - soal Ulangan Harian

Mengetahui
Kepala SLTPN I Tekung

Guru mata pelajaran,

Dra. IN SARTINAH
NIP. 130325813

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NIP. 131854253

Appendix 4

TEST I

Mata Pelajaran : Bahasa Inggris
Tema : Berbelanja (Shopping)
Anak Tema : Healthy Food
At the Shop and Supermarket
Kelas / Cawu : I / 3
Waktu : 45 menit

Choose the correct answers!

1. Which of the following places is a place for shopping ?
   a. library
   b. hospital
   c. market
   d. zoo

2. Mrs Ida wants to buy .... in the stall
   a. radio
   b. sugar
   c. jeans
   d. television

3. Mrs Anton went shopping last night.
   She went to a .... She wanted to buy a pair of shoes
   a. shoeshop
   b. jeans shop
   c. stationary shop
   d. stall

4. What do you call the seller of fruit and vegetables
   a. grocery
   b. butcher
   c. florist
   d. green grocer

5. How does the shop usually sell cigarrettes ?
   a. in a bottle
   b. in a packing
   c. in a brunch
   d. in a box

6. Which one of the following places is usually selling flower ?
   a. grocery
   b. butcher
   c. florist
   d. green grocer

7. Meat and daily products, e.g., beef, chicken, egg, etc. are sold in the ....
   a. drugstore
   b. butcher
   c. fish stall
   d. cake shop

8. If you want to pay all your daily needs in a supermarket, you can go to
   a ....
   a. buyer
   b. shop assistant
   c. shop keeper
   d. cashier

9. You can use .... if you want to carry many things in a supermarket
   a. a trolley
   b. your handbag
   c. your hands
   d. a small plastic

10. In a supermarket you cannot .... , all price is .... there
    a. bargain - bargain
    c. fixed - bargain

b. bargain - fixed   d. fixed - fixed

11. This word belongs to vegetable
    a. grape   c. banana
    b. carrot   d. rose

12. A banana is ....
    a. fruit   c. meal
    b. vegetable   d. clothes

13. What happens to us if we don't eat healthy food ?
    a. nothing happens   c. we can become weak
    b. we can become strong   d. we can become old

14. Trousers are ....
    a. clothes   c. food
    b. money   d. fruit

15. Where do you usually buy paper and envelopes ?
    a. at an ordinary shop   c. at the drugstore
    b. at the post office   d. at the green grocer

16. It is dark green or yellowish white. Its leaves are in a round shape like a ball.
    What vegetable is it ?
    a. cabbage   c. cucumber
    b. carrot   d. onion

17. It is green or dark yellow colour outside, and it is white inside.
    What is it ?
    a. cabbage   c. cucumber
    b. garlic   d. onion

18. Their colour is brownish red outside, and white inside.
    They are usually round like small balls.
    What are they ?
    a. cucumbers   c. garlics
    b. potatoes   d. onions

19. It sells bread, cakes, and pies
    What shop is it ?
    a. grocery   c. stationary
    b. bakery   d. butcher

20. It sells medicine, e.g., aspirins, cosmetics, and parfume
    What shop is it ?
    a. drugstore   c. grocery
    b. greengrocer   d. shoeshop

Appendix 5

The Key answer of the Test 1

1. C		11. B	
2. B		12. A	
3. A		13. C	
4. D		14. A	
5. B		15. B	
6. C		16. A	
7. B		17. C	
8. D		18. D	
9. A		19. B	
10. B		20. A	

NOTE : Each items is multiplied 5, so the highest score is 100

Appendix 6

TEST II

Mata Pelajaran : Bahasa Inggris
Tema : Berbelanja (Shopping)
Anak Tema : Healthy Food
At the Shop And Supermarket
Kelas / Cawu : I / 3
Waktu : 45 menit

Choose the best answers!

1. Oranges can give us a lot of ....
   a. protein
   b. vitamin
   c. carbohidrate
   d. minerals

2. You drink .... everyday
   a. milk
   b. cheese
   c. meat
   d. vegetable

3. You eat .... everyday
   a. milk
   b. meat
   c. tea
   d. coffee

4. Rabbits like .... very much. They are also good for our eyes
   a. chili
   b. carrots
   c. mango
   d. pears

5. .... is bigger than a grape, it is long, its skin is very thick. It is usually sweet.
   The skin is sometimes green or yellow.
   a. cabbage
   b. tomato
   c. grape
   d. banana

6. The skin of ...... is yellow and my mother usually makes jam from this fruit.
   a. pineapple
   b. chili
   c. cucumber
   d. cabbage

7. We eat ...... with butter and cheese
   a. pepper
   b. bread
   c. meatball
   d. salt

8. " Blue Band " is a trade mark of ....
   a. bread
   b. margarine
   c. salt
   d. pepper

9. Children usually like ....
   a. pepper
   b. meatballs
   c. salt
   d. chili

10. Put a spoonful of .... in your coffee, it will be nice
    a. bread
    b. pepper
    c. salt
    d. sugar

11. .... are imported fruit. They are like " jambu " in Indonesia
    a. pears
    b. mangoes
    c. bananas
    d. cucumbers

12. Shopkeeper : Can I help you ?
    Customer   : I need a loaf of ....
    a. candies
    b. bread
    c. lemonade
    d. tea

13. Teacher : Andi, Go to the staff office
              Take ...... chalk
    Andi   : Yes, Sir
    a. a loaf of
    b. a box of
    c. a bunch of
    d. a can of

14. Son   : Mom, buy me .... chocolate, please
    Mother : Sure, Kid
    a. a bar of
    b. a tube of
    c. a glass of
    d. a bottle of

15. Visitor : I'm thirsty
              I need a glass of ....
    Waiter : Sure, I will take it for you
    a. glue
    b. cake
    c. bread
    d. water

16. Ahmad : Where do you usually buy a book ?
    Heni : I buy it in ....
    a. a drugstore
    b. a restaurant
    c. a greengrocer
    d. a bookstore

17. Riska : Let's stop here first
            I need a plate of ....
            I'm hungry
    Ricca : So am I
    a. chili
    b. water
    c. rice
    d. salt

18. Customer   : How much for all ?
    Shopkeeper : Rp. 7,500.00
    Customer   : Here is Rp. 10,000.00
    Shopkeeper : Here is your ....
                 It's Rp. 2,500.00
    a. change
    b. bread
    c. candies
    d. banana

19. Mother : Amir, please go to a ....
             And buy 3 kgs of rice
    Amir   : Yes, Mom

a. grocerystore

c. drugstore

b. restaurant

d. stationary

20. Martha : Win, Where does your mother usually buy meat ?

Erwin : She usually buy it in ....

a. a grocerystore

c. a drugstore

b. a bookstore

d. a butcher
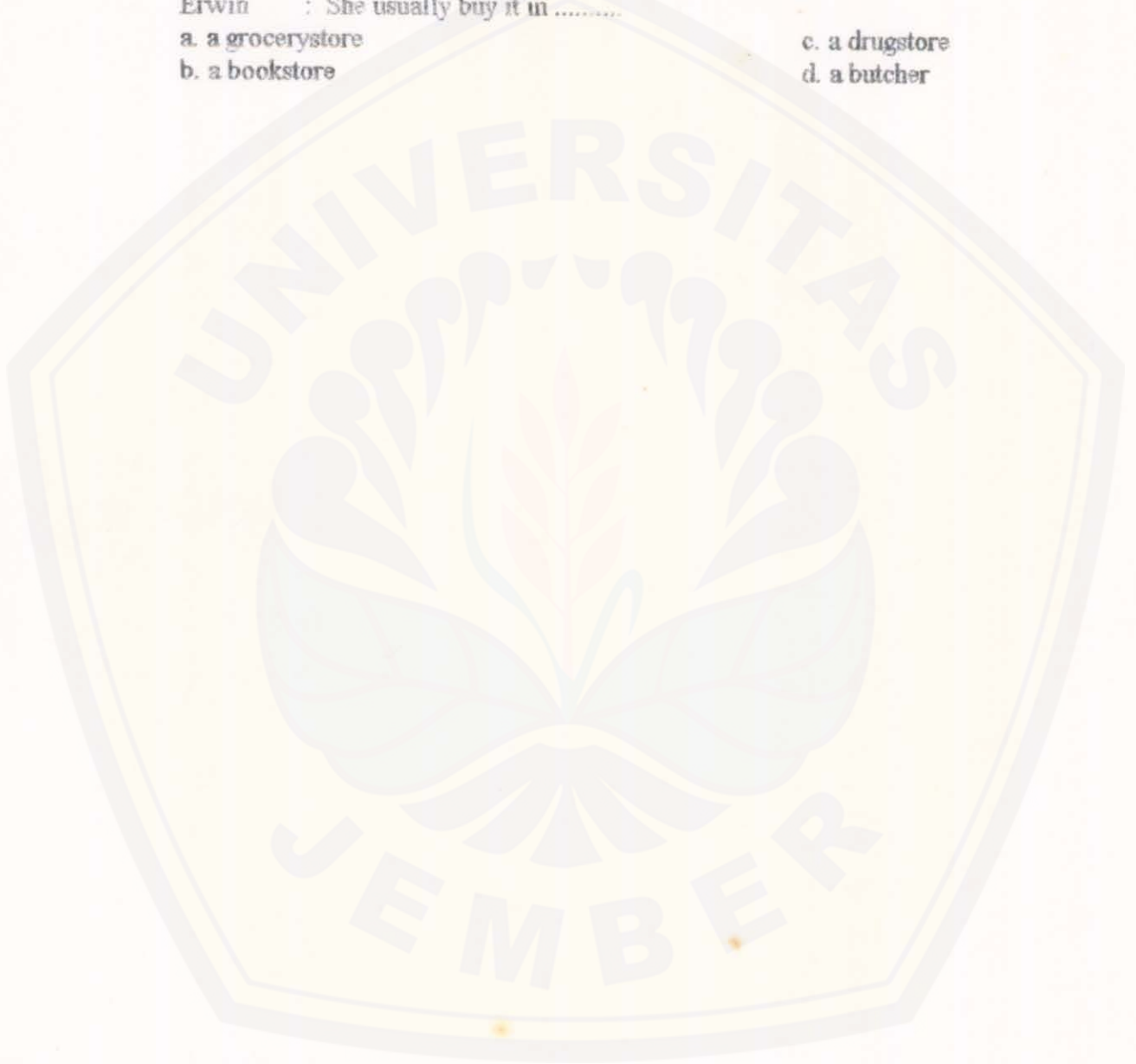
Appendix 7

The Key answer of the Test II

1. B		11. A	
2. A		12. B	
3. B		13. B	
4. B		14. A	
5. D		15. D	
6. A		16. D	
7. B		17. C	
8. B		18. A	
9. B		19. A	
10. D		20. D	

NOTE : Each items is multiplied 5, so the highest score is 100