



**THE EFFECT OF USING REALIA ON STUDENTS' VOCABULARY  
ACHIEVEMENT**

By:

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**ENGLISH EDUCATION PROGRAM  
LANGUAGE AND ARTS DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
JEMBER UNIVERSITY**

**2019**



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**THESIS**

Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at the  
English Education Study Program, Language and Arts Department,  
The Faculty of Teacher Training and Education ,  
Jember University

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**MOTTO**

“Words are important. If you cannot say what you mean, you will never mean what you say. And you should always mean what you say.”

(George Bernard Shaw)



## DEDICATION

This thesis is honorably dedicated to :

1. My beloved parents, Juni Sukarno and Pipin Darliana. Thanks for your love, endless support, and motivation during moments of despair and discouragement.
2. My beloved brother, Bagas Galang Nusantoro. Thanks for your kindness to support me.
3. My loved one, Muhammad Sidqi. Thanks for your emotional support, for being understanding, and for being such a great boyfriend.
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5. My college friends, Lintang, Agis, Irma, Ima, Nurul, and Lely.

### STATEMENT OF THESIS AUTHENCITY

I certify that this thesis is an original and authentic piece of work by the author myself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title, this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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Jember, May 2019

The writer,

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**CONSULTANTS' APPROVAL**

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6. My academic supervisor Drs. Bambang Arya Wija Putra Dip.Ed., Ph.D.

I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve this thesis will be wisely appreciated.

Jember, 22<sup>nd</sup> May 2019

The Writer



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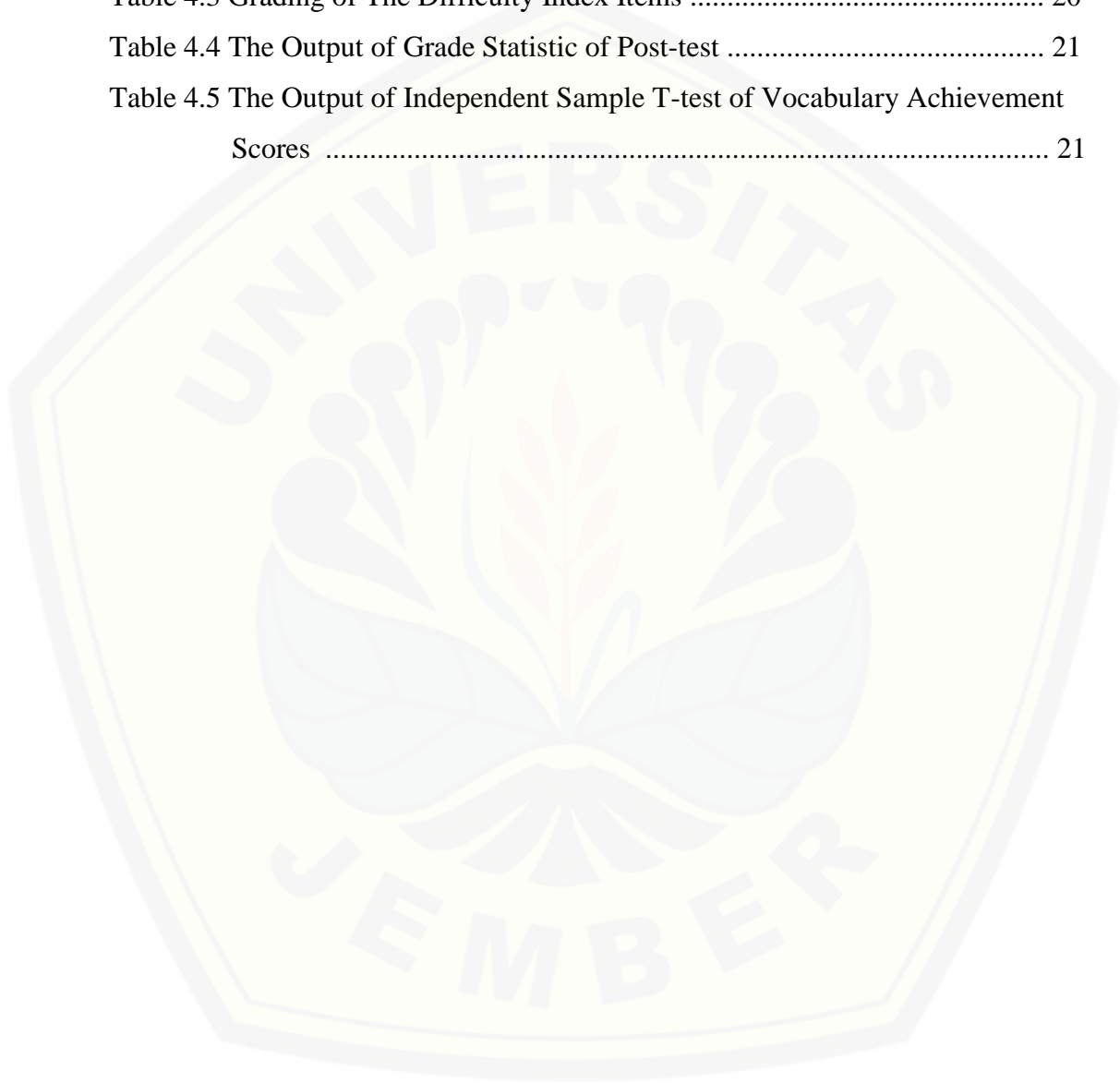
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## SUMMARY

**The Effect of Using Realia on Students' Vocabulary Achievement;** Elevanda Diami, 150210401041, 2019; 62 pages; English Language Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Vocabulary is one of the English language components that plays an important role in mastering all of English skills, including speaking, reading, listening, and writing. In reality, the students still have difficulty on remembering the words. There is one way that teacher can do to help students understand the words easily, which is using interesting media. Media are one of the ways that teacher can use to attract students' attention in learning and to make an enjoyable learning environment. In this research, the researcher considered to use realia as media to teach students vocabulary.

Quasi-experimental research with post-test only design was used in this research as the purpose of this research was to know whether or not there was a significant effect of using realia on students' vocabulary achievement. The researcher chose SMPN 2 Bondowoso as the research area because realia have never been used as media by the English teacher in teaching vocabulary for the seventh grade students in the 2018/2019 academic year. The number of the populations was 60 in total. They were divided into two groups, experimental and control group. The experimental group consisted of 30 students and so did the control group. The participants of this research were selected by using cluster random sampling; A as the experimental group and B as the control group. The experimental group got treatment by using realia while the control group was taught without media.

To collect the data, there was one way used in this research. It was a vocabulary test. The data were gained from the students' vocabulary scores on the post test. Before the research was conducted, the researcher had administered a homogeneity test to know whether the population was homogeneous or not. The homogeneity test was analyzed by using ANOVA (Analysis of Variance) on SPSS (Statistically Package for Social Science). The homogeneity test results showed

that the population was homogenous as the value of the variance was 0.695 which was higher than 0.005. Hence, the researcher used cluster random sampling by using lottery to decide the experimental and the control groups.

The results of the post test were analyzed by the researcher using independent sample t-test on SPSS program to find the significant difference of the experimental group and the control group. The result of the t-test formula analysis showed that the value of the significant 2-tailed was 0.027, which means that it was lower than 0.05. Therefore, the null hypothesis “there is no significant effect of using realia on students’ vocabulary achievement” was rejected. Thus, the alternative hypothesis “there is a significant effect of using realia on students’ vocabulary achievement” was accepted.

Referring to the result of hypothesis verification and the discussion in the fourth chapter, it can be concluded that there was a significant effect of using realia on students’ vocabulary achievement. As a result, it is suggested that the English teachers could use realia since it can affect students’ vocabulary achievement. For the future researcher, hopefully it could be used as a consideration to conduct a further research dealing with the use of realia by using the different research participants and design such as a classroom action research to improve the students’ vocabulary achievement by using Realia, and also another research dealing with the use of realia in vocabulary achievement and students’ active participation because based on the researcher’s experience, most of the students in experimental group were more active rather than the control group.

## CHAPTER 1. INTRODUCTION

This chapter contains some topics related to the research problem. It consists of four topics, they are the background of the research that covers the issue and the gap of this study, the research problem that comes from the gap, and the significance of the research that contains research contributions for the students, teachers, and the future researchers.

### 1.1 Research Background

Vocabulary is one of the English language components that plays an important role in mastering all of English skills, including speaking, reading, listening, and writing. Vocabulary has a role as the main component of language proficiency, and it provides the basic knowledge to acquire other competences such as listening, speaking, reading and writing. Laufer (1997:54) states that vocabulary learning is at the heart of any language learning and language use, it means that we cannot speak, understand, read or write a foreign language without knowing a lot of words.

In teaching all of English skills and components, it will be better if the activities and exercises for students in the classroom are not based on the textbook only (Bably and Nusrat:2017). Harmer (1998:52) states that English teachers should stimulate and expose their students to the target language by providing some objects or pictures to make them interested in learning. There is a way that the teacher can do to make students interested in learning which is using a creative teaching media. This sentence is aligned with Tomlinson's statement (2010:90) that teaching materials should contain texts and tasks which are interesting, relevant, and enjoyable to give a positive influence on the learners' attitudes to the language and to the process of learning, so that the teacher can stimulate and expose students' language effectively. Moreover, with interesting media, students will be more motivated in learning. Linse (2005:126) suggests that it will be more beneficial for learners if the teachers use multisensory media for teaching vocabulary which means that teachers combine two or more sensories

to present their teaching media. Ornstein & Levine (2006, as cited in Chang, 2006) pointed out the use of objects or the pictures to illustrate concepts.

The researcher considers the use of realia, objects with multisensory features as the appropriate teaching media to make students interested in learning vocabulary because of some reasons. First, according to Bassano (1982), he states that teachers must employ activities that involve many, if not all, the senses that help students to communicate. Since realia involve multisensory ability, students can see, smell, hear, touch, or taste the objects. Second, realia can give a new experience to the students. Wilmes et al. (2008) suggests that using visual aids to the students to display and demonstrate content, color-code materials. Learning English is not only listening to the teachers' explanation and doing tasks. Through realia, students will understand a word better since realia provide a real color and shape.

There were many students that have never been taught vocabulary with realia. Based on the preliminary study on the interview with the English teacher of SMPN 2 Bondowoso on January 30<sup>th</sup> 2019, the researcher got the information about the problem faced by students in memorizing the words. The English teacher never used realia as the media in teaching vocabulary. Whereas, media are the most important thing to help students learning vocabulary. Most of the time, the teacher did not use media to the teach the students. He only used textbook and pictures sometimes. In addition, realia are media that teacher could use in teaching and learning process, especially in vocabulary. Berwald (1987) notes that realia are not only a series of artifacts that describe the customs of a culture, but they are also a set of teaching aids that facilitate the simulation of experience in the target culture.

There were two reasons in conducting this research, the first reason was that the English teacher never used realia as media in teaching vocabulary. The second reason was the advantages of realia in learning vocabulary. Due to those reasons, the experimental research entitled "The Effect of Using Realia on Students' Vocabulary Achievement" was conducted.



## **1.2 Research Question**

Based on the background, the question of the research was formulated as: “Is there any significant effect of using realia on the students’ vocabulary achievement?”.

## **1.3 Research Objective**

Based on the background and the question of the research, the objective of the research was : “To know whether or not there is a significant effect of using realia on the students’ vocabulary achievement”.

## **1.4 The Contribution of the Research**

The results of this research are expected to be useful for the English teacher and the future researchers.

### **1.4.1 Practical Contribution**

The results of this research are expected to give information to the English teacher in practicing teaching English to make the teaching learning process more interesting, enjoyable, and motivating for the students in learning vocabulary.

### **1.4.2 Empirical Contribution**

The researcher expects that the results of this research could give beneficial information for the future researchers as an idea to conduct a further research dealing with the use of realia for teaching the other language components and skills, such as grammar, speaking, reading, writing, and listening. The research can be done by using the same or different research design, such as classroom action research to improve students’ vocabulary achievement in learning English by using realia.

## CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter deals with the theories and the concepts related to the research problem. It involves the vocabulary achievement definition. Since this research investigated the teaching vocabulary by using realia, it involves the meaning of vocabulary achievement, the definitions of realia by some experts, the use of realia as media in teaching vocabulary, the steps on how to use realia in teaching vocabulary to the junior high school students. To know the strength and weakness of using realia, this research explains about the advantages and the disadvantages of using realia in teaching vocabulary. The last two explain about the differences between the previous and the present research and the research hypothesis.

### 2.1 Realia in Teaching Vocabulary

#### 2.1.1 The Meaning of Vocabulary Achievement

Vocabulary achievement is a results gained after implementing vocabulary teaching treatment. Hughes (1989:10) states that achievement test is a measurement to test how successful students achieve the objective of the learning. Fisher and Terry (1977:92) explain that vocabulary achievement plays an important role in the four language skills.

It means that vocabulary achievement deals with the number of words that students gain after having a learning process. The students' vocabulary achievement in this research was measured after implementing vocabulary test covering nouns, verbs, adjectives, and adverbs after the researcher teach English vocabulary by using realia.

#### 2.1.2 The Definitions of Realia

Realia are objects and teaching 'props' (to support something physically) from the world outside the classroom that are used in teaching and learning process (Nunan 1999:313). Another definition by Hadi in 2018, real family photos

are great not only for learning about relationships but also physical descriptions. Teachers can ask students to bring one family photo each and ask them to describe their family members.

Realia are the real objects which are used to practice language with various objects from the real world for example, animal toys, kitchen utensils, and items of food. We can take an easy example when we are going to teach vocabulary to the students about the kinds of fruits or vegetables, it will be more helpful for the students if they can touch, smell, and see the real fruits or vegetables as listening the new word from the teacher.

### **2.1.3 The Use of Realia as Media in Teaching Vocabulary**

Teaching vocabulary by using realia can encourage creative and active teaching and learning environment. Dodi (2017) states that it is effective to teach vocabulary by using realia media. Realia provide students with the five senses i.e. seeing, touching, smelling, tasting, and hearing. They can make students more interested in learning English. In this research, the researcher used nouns, verbs, adjectives, and adverbs to teach vocabulary to the students by using real objects of kitchen utensils and kind of things in the bathroom.

### **2.1.4 The Steps of Using Realia as Teaching Media for Teaching Vocabulary**

According to Andrienne L. Harrell and Michael Jordan (2004), there are several information must be known in teaching vocabulary by using realia.

1. Identify the opportunity in using realia.
2. Collect realia. Teacher can begin to collect item that can be stored in the classroom and organized them so that they can be easily accessed for instruction.
3. Build a library of realia, collaborate with other teachers at the school or to build a library of realia that can be shared for English language subject.
4. Used field trip as realia, if it's too large to move and to give a new experience to the students, teacher can take a field trip.

Puspitasari (2018) had conducted a classroom action research dealing with the use of realia in teaching vocabulary. The steps are as follows :

1. Divide the students into some groups of 5 students.
2. Explain the material about vocabulary, such as nouns, adjectives and verbs.
3. Show the real objects to the students in front of the class and tell them what they were going to learn today.
4. Distribute the real objects to each group. Then, the teacher asks the students to analyze the taste or the functions of the real objects in front of them.
5. Ask some questions about the names of the real objects, the tastes and the functions.
6. After the students answer all the questions, the teacher asks the students to repeat the names of the real objects, the taste or function after the teacher so they can remember the words well.
7. Distribute the reading text and the the students' worksheet.
8. Ask the students to read the descriptive text given.
9. Ask the students to do exercise.
10. The teacher asks the students to work in group to arrange the jumbled letters according to the real objects in front of them.
11. Ask the students to do exercise 2 by matching the pictures with the appropriate adjectives or verbs based on the text.

Considering the information from Harrel and Jordan (2004) and the steps by Puspitasari (2018), the researcher replicated the steps of teaching vocabulary by using realia as follows:

1. Preparing the material

Since not all realia can be carried to class, the teacher should select the portability of the realia while considering the language use, students' level and students' age. In order to make a clear instruction, the objects should be in a good condition so that the students can understand the material easily.

2. Motivating the students

In motivating the students, teachers can take students' attention by asking them some leading questions related to the objects.

3. Showing the object

In order to make a clear instruction, the object should be in a good condition, which means that they are not broken so that the students can identify the objects and understand the material easily.

4. Discussing

To see how far the students understand the material after showing the objects, the teacher can ask the students about the descriptions of the object, including the appearance, the name, or the function of the object. It means that students need to describe appearance in order to learn adjectives. Students need to mention name in order to learn nouns. Students need to describe the function of the object in order to learn verbs. Students need to describe the texture of the objects to learn adverbs. In this research, the researcher used riddle games. For example :

Situation : The teacher provided kinds of fruit on the desk. Students read the riddles from the teacher, and they should find the right answer by taking the right fruit in front of the class as fast as possible.

Fruit riddle :

“My color is yellow, I grow on trees. A Monkey usually eats me. What am I?”

yellow = adjective ; eats = verb ; Banana = noun

5. Explaining the material

In order to give a lot of information, it is the time for the teacher to explain the materials including noun, verb, adjective, and adverb.

6. Giving the tasks

After explaining the material, the teacher gives a task to the students related with the objects that have been discussed.

### **2.1.5 The Advantages of Using Realia in Teaching Vocabulary**

According to Soames (2010) as quoted by Puspitasari (2018), he explains some advantages on the using of realia :

1. Realia help the students to remember the new words easily since realia used multisensory learning or learning through some senses, including seeing, touching, smelling, hearing, and tasting.
2. Realia can save time for teachers for talking too much because they do not need to give long explanation through lecturing. The students can use their senses and pay attention to the objects explained by the teacher while listening to the teacher's explanation.
3. Realia can catch students' attention, so they can focus on the lesson. Learning English is not only listening to the teacher's explanation and doing a task. Through the real object, students will understand a word better since a real object provides a real color and real shape that is easy to memorize by the students.

Another advantages stated by Nugroho (2010: 20) are as follows :

1. Realia can give a clear meaning for the students in learning. Realia can help students know the objects in their real condition.
2. The teaching and learning process will have more variety.
3. The students become more creative to do various activities.
4. Realia can create an enjoyable environment.

### **2.1.6 The Disadvantages of Using Realia in Teaching Vocabulary**

According to Afdiyani (2013), there are three disadvantages of realia in teaching vocabulary, they are :

1. Size

The first disadvantage is that the teacher could not bring all the realia to the class. It is because when the object is too big in size, it will be difficult for the teacher to provide all of the object in the classroom. For example, if

the teacher wants to teach about kinds of electronic tools, it will be impossible for the teacher to bring the real air conditioner to the class.

## 2. Portability

Portability is the accessibility to bring objects to the class. Not all realia can be easy to bring to the classroom.

## 3. Safety

To bring realia in class, teacher should be wise in choosing the object that will be taught. For example, the teacher wants to teach about the kitchen utensils, and it is so dangerous if the teacher decides to bring one of the tools, such as knife to the classroom because it is not safe for the students.

There are some ways to overcome those problems. According to Stewart (2007:6), realia are miniature objects that bring students to the real world. It means that teacher can use realia with the objects that are similar with the real ones. For example, miniature of wild animals instead of the real wild animals.

## 2.2 Previous Research Studies on the Use of Realia

Some researchers conducted research dealing with the use of realia in teaching vocabulary.

The findings of a classroom action research done by Puspitasari in 2018 show that the use of realia could improve the eighth grade students' active participation in the teaching and learning process of vocabulary in noun, verb, and adjective by using realia, therefore realia could give significant improvement in the students' vocabulary achievement test.

Another experimental research done by Sukrina in 2013. The results mentioned that the students of grade IV in SD Negeri 060811 Medan gave a good response in learning and some of them paid full attention and listened to the teachers' explanation. It could be seen from the way how they listened to the teacher. They asked more about the lesson. They looked so excited with joining in every part of the learning. They concentrated and was less of noisy. Therefore, the results revealed that teaching vocabulary by using realia could enhance students' vocabulary mastery.

Furthermore, Rahmawati in 2018 conducted a classroom action research. The results revealed that based on the results of Cycle 1 and Cycle 2 realia could improve the junior high school students' descriptive text writing achievement. It could happen because through realia the students could memories by observing the things in real life.

Additionally, the research done by Kurniati in 2016 revealed that there was an increase of the students' vocabulary achievement related to things in the classroom, parts of human body, and fruits after being taught by using realia. The results of post-test were higher than the results of pretest. The mean score in the pre-test was 46.67, then in the post-test it increased to 61.24. It happened because the learning process using realia made the students able to understand vocabulary because they could see the real objects without imagining them.

The results of a resarch done by Gomez in 2012 revealed that the use of realia could give influence on the learning of concrete vocabulary in the fourth grade at INEM (International Network for Environmental Management) High School. It happened because the application of vocabulary learning using realia worked positively with some items such as: vegetables and clothes, because the students touched, smelled, ate, and felt some of them, so the students engaged with the activities.

The last was the research by Wati in 2018. She found that the use of real things could improve the students' active participation and their descriptive text writing achievement. It could happened because realia contributed more to the aspects of content and organization in students' writing.

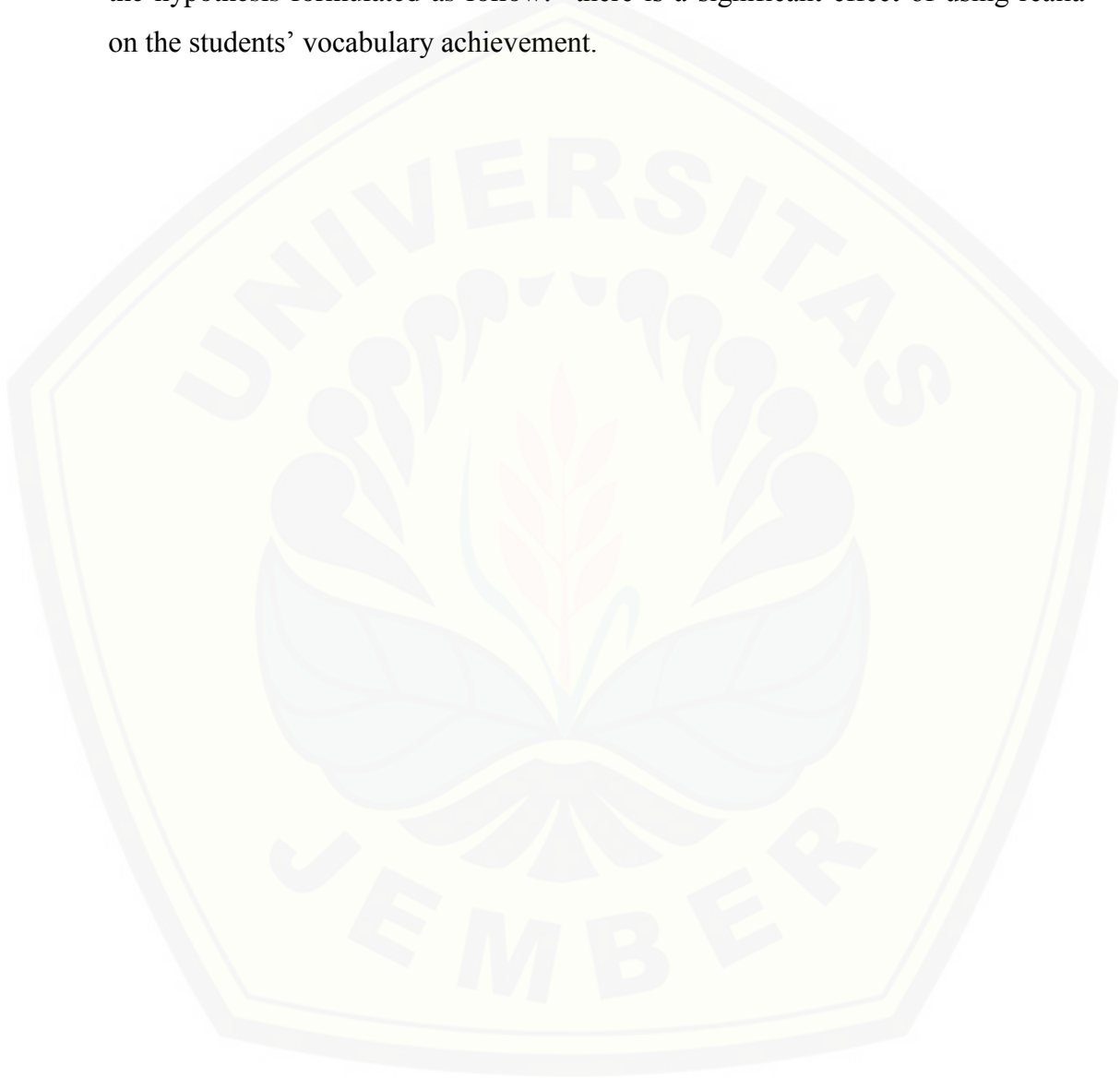
According to these previous research, there are several differences between this research and those six previous research. First, this research was conducted to the seventh grade students' of SMPN 2 Bondowoso, whereas the above research was done for elementary students and the eighth grade students. Second, this research implemented experimental with post-test only design, and the above research mostly implemented classroom action research. Third, this research used realia in vocabulary, including verbs, adjectives, nouns, and adverbs, while the previous research by Puspitasari used adjectives and nouns



only. The fourth, the researcher utilized riddles to support the use of realia to make the teaching learning process more interesting.

### **2.3 Research Hypothesis**

Based on the research problem and the theories of related literature above, the hypothesis formulated as follow: “there is a significant effect of using realia on the students’ vocabulary achievement.



### CHAPTER 3. RESEARCH METHOD

After discussing about the theories related with the research problem, this chapter discusses the methods used in this research. They cover the design of the research, research context, research participant, data collection method and data analysis method.

#### 3.1 The Design of the Research

To know whether or not there is a significant effect of using realia on the junior high school students' vocabulary achievement, the research used a quasi-experimental with posttest only design because of the limitation of time given by the school. According to Sugiyono (2006:80), experimental research is a research which has the purpose to find the cause-effect relationship among variables in a controlled condition.

There were two groups involved in this research, the experimental group and the control group from the seventh grade of junior high school students in Bondowoso. The experimental group were taught vocabulary using realia as the treatment, whereas the control group were taught vocabulary without media. Post-test was given to the experimental group and the control group after they had the treatment. It aimed at knowing the significant difference of the vocabulary achievement between the experimental group and the control group.

Group	Treatment	Post-test
Experimental Group	X	O
Control Group		O

Taken from Creswell (2012: 310)

The steps of the research:

1. Administering the homogeneity test to all classes to know the homogeneity of the population.
2. Analyzing the score of homogeneity test by using ANOVA.

3. Choosing the experimental group and the control group based on the results of homogeneity test.
4. Giving the treatments to the experimental group by teaching vocabulary using realia and teaching vocabulary without media to the control group.
5. Administering the post-test to both groups to get the results of the treatment.
6. Analyzing the results of the vocabulary post-test by using t-test in SPSS to get the mean difference of both groups.

### **3.2 Research Context**

This research was conducted at SMPN 2 Bondowoso where curriculum 2013 was implemented. The English teacher of this school mentioned that English subject was taught twice a week in which each meeting was 80 minutes. In teaching vocabulary, he usually asked the students to find the high frequency words and the meaning found in the text. The research area was chosen based on two reasons. The first, the English teacher informed that he had never used realia in teaching vocabulary to the students. Second, the place of the research was accessible for the researcher to conduct the research.

### **3.3 Research Subjects**

The research subjects were the seventh grade of junior high school students. They were selected by using cluster random sampling based on the results of the homogeneity test which was given to the population. The participants of this research were two classes taken from the junior high school in Bondowoso. The homogeneity test consisted of a vocabulary test that was related with nouns, adjectives, verb and adverbs. Their scores were analyzed statistically by using One-way ANOVA provided in SPSS program.

Students in the control group and the experimental group were selected based on the results of the homogeneity test. Since the test showed that the population was homogenous, the sampling was done randomly. As the results of

lottery, VII A was selected as the experimental group and VII B was selected as the control group.

### **3.4 Data Collection Method**

The data were collected from both experimental and control groups which had been given a vocabulary achievement test based on the materials suitable with the curriculum being used. In this research, the researcher used one kind of data collection method, i.e. a vocabulary test.

#### **3.4.1 The Students' Vocabulary Test**

Hughes (1989: 9) categorizes test into proficiency test, achievement test, diagnostic test and placement test. In this research, after they had been taught by using realia, they had vocabulary achievement test in order to know how successful the students did the vocabulary test. There were two kinds of vocabulary test in this research. They were try out test and post-test.

##### **a. Try out test**

The try out test in this research was done to know the validity, reliability, difficulty index and time allocation of the vocabulary test. The test were given to a class which did not belong to the experimental group or the control group. It is needed to make sure whether or not the items given to the students of the experimental group and the control group was valid and reliable.

##### **1. Test Validity**

Hughes (1989:22) states that validity is an acceptable test which measures what should be measured. In this research, the vocabulary test were constructed based on the content validity based on the 2013 curriculum for teaching English.

##### **2. Test Realibility**

The researcher used split half technique in measuring the value of realibility coefficient of the try out test by using Pearson Product Moment Correlation formula and continued by using Spearman - Brown formula.

The steps of finding the reliability coefficient using split half technique:

1. Conducted the vocabulary try out test and score every test item answered by the students.
2. Split the items into two parts based on even and odd numbers.
3. Gave a sign (X) for odd numbers, and (Y) for even numbers.
4. Analyzed the correlation between X and Y using the Pears Product Moment Correlation formula.

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{29(1915) - (249)(220)}{\sqrt{\{29(2199) - (249)^2\} \{29(1704) - (220)^2\}}}$$

$$r_{xy} = \frac{55535 - 54780}{(63771 - 62001)(49416 - 48400)}$$

$$r_{xy} = \frac{755}{\sqrt{(1770)(1016)}}$$

$$r_{xy} = \frac{755}{\sqrt{1798320}}$$

$$r_{xy} = \frac{755}{1341}$$

$$r_{xy} = 0.56$$

Descriptions:

$r_{xy}$  = correlation coefficient

$\sum XY$  = the number of odd items and even items

$\sum X$  = the number of odd items

$\sum Y$  = the number of even items

$N$  = the number of the respondents

5. Found out the reliability coefficient of the whole test by using Spearman-Brown formula.

$$r_{11} = \frac{2 \times r_{xy}}{1 + r_{xy}}$$

$$r_{11} = \frac{2 \times 0.56}{1 + 0.56}$$

$$r_{11} = 0.71$$

Descriptions :

$r_{xy}$  = the correlation coefficient of a half test items

6. Gave the interpretation to the reliability coefficient for the whole test.

The interpretation scale of  $r_{xy}$ :

0.90 – 1.00 = Very High

0.70 – 0.89 = High

0.50 – 0.69 = Fair

0.30 – 0.49 = Low

< 0.30 = Very Low

*Taken from Djiwandono (1996:154)*

### 3. The Difficulty Index of Test Items

The difficulty index of each item was found by counting the number of correct answers divided by the number of the students taking the test by using these formula :

$$FV = R:N$$

FV : Facility Value (the index of difficulty)

R : The number of correct answers

N : The number of students taking the test

The level of difficulty index are as follows:

1. 0.00 – 0.30 : Difficult
2. 0.31 – 0.70 : Fair
3. 0.71 – 1.00 : Easy

*(Heaton: 1975).*

### 4. Time Allocation of The Test

The try out test was also intended to know whether or not the time allocation was enough for the post-test. When the students are able to finish all the test items within the allocated time, it means that the time allocation is appropriate.

## b. Post-test

The post-test was given to both the experimental and the control groups after the treatments. The researcher developed a teacher-made test for conducting the vocabulary post-test. It means that the researcher made the vocabulary post-test by herself with the guidance of the English teacher.

### 3.5 Data Analysis Method

After collecting the data, the scores of the post-test were analyzed using independent sample t-test in SPSS program. The t-test was used to determine whether or not there is a significant effect of using realia on the students' vocabulary achievement.

The steps of using t-test in SPSS were as follows :

1. Inserted the scores of experimental group and control group.
2. Gave a label (1) for experimental group, and (2) for control group.
3. Calculated the significant difference by clicking analyze, compare means, and independent sample t-test.
4. Gave interpretation to the output of independent sample t test calculation.
5. If the P value  $< 0.05$  = the null hypothesis ( $h_0$ ) is rejected  
If the P value  $\geq 0.05$  = the null hypothesis ( $h_0$ ) is accepted

Notes :

$h_0$  = there is no significant effect of using realia on the students' vocabulary achievement.

$h_a$  = there is significant effect of using realia on the students' vocabulary achievement.

## CHAPTER 5. CONCLUSION

This chapter explains the conclusion of the findings and suggestions for the English teachers, the students and the future researchers.

### 5.1 Conclusion

Based on the resultss of the data analysis, hypothesis verification, and discussion in the fourth chapter, it can be concluded that there was a significant effect of using realia on students' vocabulary achievement. It means that the students who were taught vocabulary by using realia in the experimental group got better vocabulary test scores compared with the students who were taught vocabulary without media in the control group.

### 5.2 Suggestions

Since there was a significant effect of using realia on students' vocabulary achievement, the researcher proposes some suggestions as the following:

#### 5.2.1 The English Teacher

The English teachers are suggested to use realia in teaching vocabulary since it can increase the students responses, participation and interest in learning activities.

#### 5.2.2 The Future Researchers

Future researchers are expected to use the results of this research as a consideration to conduct a further research dealing with the use of realia by using different research subjects and design such as a classroom action research to improve the students' vocabulary achievement by using realia, or other language components and also another research dealing with the use of realia in vocabulary achievement and students' active participation because based on the researcher's experience, most of the students in experimental group were more active rather than the control group.



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Appendix A

**RESEARCH MATRIX**

TITLE	PROBLEM	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	HYPOTHESIS
<p>The Effect of Using Realia on Students' Vocabulary Achievement</p>	<p><b>The Research Problem:</b> Is there any significant effect of using realia on students' vocabulary achievement?</p>	<p><b>1. Independent Variable:</b> Teaching vocabulary by using realia</p> <p><b>2. Dependent Variable:</b> The students' vocabulary achievement</p>	<p>1. The use of realia in the teaching of content words, nouns, verbs, adjectives, except adverbs</p> <p>2. The scores of students' vocabulary achievement test covering content words:</p> <ul style="list-style-type: none"> <li>• Nouns</li> <li>• Verbs</li> <li>• Adjectives</li> <li>• Adverbs</li> </ul>	<p><b>Participants:</b> The seventh grade students of SMPN 2 Bondowoso in the 2019/2010 academic year</p> <p><b>Informants:</b> The English teacher and the administrative staff of SMPN 2 Bondowoso</p> <p><b>Documents:</b> The name of the participants (the experimental group and the control group) and the number of the students</p>	<p><b>1. Research Design:</b> Quasi Experimental with Posttest- Only Design. (Cresswell, 2012:310)</p> <p><b>2. Area Determination Method:</b> Purposive method</p> <p><b>3. Participant Determination Method:</b> Cluster random sampling</p> <p><b>4. Data Collection Methods:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary tests</li> </ul> <p><b>5. Data Analysis Method:</b> The data will be analyzed using t-test formula by using SPSS.</p>	<p><b>The Hypothesis:</b> There is a significant effect of using realia on the students' vocabulary achievement</p>

## Appendix B

## Supporting Data Instruments

## a. Interview Guide

NO.	Questions	The Teacher's Answers
1.	What curriculum do you use in teaching English?	I use 2013 curriculum.
2.	How many classes are there for the seventh grade students in this school?	There are seven classes.
3.	How often do you teach English in a week?	I teach English twice a week.
4.	What books do you use for teaching English?	I use "When English Rings a Bell".
5.	What media do you use for teaching English?	I use textbook or pictures.
7.	Have you ever used realia for teaching vocabulary?	I have never used realia for teaching vocabulary.
8.	Do you teach vocabulary integrated with the other language skills?	Yes, I do.
9.	What are your students' difficulties in learning vocabulary?	The students have difficulty in memorizing the words or easily forgot the words.
10.	How do you ask your students to develop their vocabulary?	I asks them to make glossaries of the unknown words.

## b. Documentation Guide

No.	The Supporting Data	The Data Source
1.	The total number of the seventh grade students of SMPN Bondowoso.	School documents from Administration Staff
2.	The names of the students in the experimental group and in the control group.	School documents from Administration Staff

## Appendix C

**HOMOGENEITY TEST**

Subject	: English
Language Component	: Vocabulary
Level	: Seventh Grade Students of Junior High School
Time	: 30 minutes

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**Choose the correct answer by crossing (x) a,b,c, or d!**

1. A \_\_\_\_\_ is a place for ill people when they need a medical treatment.  
a. library            b. hospital            c. kitchen            d. school
2. The colors of Indonesian flag are \_\_\_\_\_ and white.  
a. blue            b. black            c. grey            d. red
3. Dina is \_\_\_\_\_, that is why her face turns red.  
a. angry            b. sleepy            c. hungry            d. thirsty
4. My mother \_\_\_\_\_ washes her hair every day. That is why her hair very soft and shiny.  
a. rarely  
b. always  
c. never  
d. seldom
5. Baba is short, but Ivan is \_\_\_\_\_  
a. long            b. tall            c. small            d. low
6. She cannot \_\_\_\_\_ the bread because it is expired.  
a. boil            b. cut            c. eat            d. drink
7. Dini \_\_\_\_\_ eats before going to school, its to avoid her from being hungry.  
a. never            b. always            c. sometimes            d. seldom
8. Teri is a driver. She drives very \_\_\_\_\_, so that the passenger is not afraid of an accident.

- a. quickly                      b. slowly                      c. nicely                      d. carefully
9. Dito speaks very \_\_\_\_\_. I do not understand what he says.  
a. quickly                      b. clearly                      c. carefully                      d. nicely
10. I \_\_\_\_\_ to school every morning.  
a. go                              b. going                      c. goes                      d. went
11. Vita is a model. She \_\_\_\_\_ gracefully.  
a. drives                      b. walks                      c. goes                      d. talks
12. Bima always \_\_\_\_\_ a book everyday.  
a. reads                      b. eats                      c. cooks                      d. drinks
13. They \_\_\_\_\_ television together regularly.  
a. watch                      b. watches                      c. watching                      d. watched
14. \_\_\_\_\_ is the fruit that monkeys like.  
a. strawberry                      b. grape                      c. banana                      d. durian
15. Mrs. Shinta writes a letter to Mrs. Ivanka using a \_\_\_\_\_.  
a. boardmarker                      b. pen                      c. sharpener                      d. scissors
16. The students \_\_\_\_\_ books in the library every morning.  
a. read                      b. eat                      c. cut                      d. ride
17. The coffee is too \_\_\_\_\_. It contains too much sugar.  
a. sweet                      b. sour                      c. salty                      d. bitter
18. Dina is \_\_\_\_\_. She has to see the doctor.  
a. sick                      b. healthy                      c. happy                      d. angry
19. A \_\_\_\_\_ is an animal that has white and black colors.  
a. tiger                      b. zebra                      c. monkey                      d. lion
20. It's cold outside. Afika wears \_\_\_\_\_ to warm her body.  
a. jacket                      b. swimwear                      c. shortpants                      d. glasses

**DISTRIBUTION OF TEST ITEM TYPE**

<b>Classification</b>	<b>Number</b>	<b>Total</b>
Nouns	1,14,15,19,20	6
Verbs	6,12,13, 16	3
	10,11	2
Adjectives	2,3,5,17,18	5
Adverb	4,7,8,9	4
		20

**Answer Key**

1. b
2. d
3. a
4. b
5. b
6. c
7. b
8. d
9. a
10. a
11. b
12. a
13. a
14. c
15. b
16. a
17. a
18. a
19. b
20. a



## Appendix D

## The Result of Homogeneity Test

<b>N0</b>	<b>VII A</b>	<b>VII B</b>	<b>VII C</b>	<b>VII D</b>	<b>VII E</b>	<b>VII F</b>	<b>VII G</b>
1	70	60	65	75	70	65	65
2	70	65	60	60	70	60	60
3	70	70	65	65	55	70	65
4	75	70	60	60	60	65	55
5	75	70	55	60	65	65	60
6	75	75	60	70	75	70	75
7	70	70	70	70	60	70	75
8	65	60	70	55	70	55	60
9	75	75	75	70	75	55	70
10	75	70	65	75	60	60	70
11	60	65	65	60	70	65	70
12	70	75	60	65	55	60	75
13	75	70	60	60	75	65	70
14	75	75	60	65	60	70	70
15	65	70	70	65	70	70	70
16	75	75	75	60	70	70	60
17	70	70	70	60	65	65	60
18	70	65	65	70	60	60	65
19	65	75	65	70	65	65	65
20	60	60	60	65	70	60	60
21	75	70	65	65	60	75	65
22	80	75	60	60	70	70	70
23	75	70	70	75	70	70	70
24	70	75	65	75	65	65	75
25	70	65	70	70	60	70	65
26	65	75	60	75	75	75	75
27	75	60	60	60	70	70	60
28	75	65	75	65	60	70	65
29	70	70	70	60	70	75	60
30	70	75					
<b>TOTAL</b>	2130	2085	1890	1905	1920	1925	1925
<b>MEAN</b>	71	69,5	65,1724	65,6897	66,207	66,3793	66,3793

## Appendix E. The Names of the Participants (Initials)

NO	EXPERIMENTAL GROUP (7A)	NO	CONTROL GROUP (7B)
1	APC	1	AAA
2	AR	2	ABK
3	AS	3	AM
4	AU	4	AJS
5	ABK	5	ADRA
6	DA	6	ASR
7	DA	7	APA
8	DIS	8	BAS
9	EPR	9	DGP
10	GLM	10	DPNC
11	HAN	11	EDM
12	MRPR	12	FNA
13	MAKH	13	FUB
14	MRAF	14	GNB
15	MF	15	HHM
16	MST	16	HDS
17	NAF	17	JPM
18	NDAS	18	KRL
19	NAY	19	MBDP
20	PPMH	20	MAR
21	RJP	21	MI
22	RPP	22	MWTHS
23	RJS	23	MSA
24	SAR	24	NRS
25	SMTA	25	NHW
26	SNRM	26	NEA
27	SDRF	27	N
28	VTC	28	SR
29	YD	29	VAN
30	ZS	30	WPSS

## Appendix F. The Distribution of Odd and Even Numbers

No	Name	Odd Numbers													Total
		1	3	5	7	9	11	13	15	17	19	21	23	25	
1	AJM	1	0	0	1	1	0	0	1	0	1	1	1	0	7
2	AW	1	1	1	1	1	1	1	1	0	1	1	1	1	12
3	APA	1	0	1	1	0	1	1	1	0	1	1	0	1	9
4	APP	1	0	1	1	1	1	1	1	1	0	1	1	0	10
5	AEB	1	1	1	0	1	0	0	1	1	1	1	0	0	8
6	DA	1	1	1	0	1	0	1	1	1	0	0	1	1	9
7	DMA	1	0	1	0	0	1	1	0	0	1	1	1	1	8
8	DF	1	1	0	1	1	1	1	0	0	1	0	1	0	8
9	FH	1	1	1	0	1	1	1	1	1	0	0	1	1	10
10	FDD	1	1	1	0	1	1	1	1	1	0	1	1	1	11
11	HSD	0	0	1	0	0	1	1	0	0	1	1	1	0	6
12	INF	1	0	0	0	1	0	1	0	1	1	0	1	1	7
13	LSM	1	1	1	0	1	1	1	0	1	1	1	1	0	10
14	MAHR	1	1	1	0	0	1	1	1	1	0	1	0	1	9
15	MRAPP	1	1	1	0	1	1	1	1	1	0	1	0	1	10
16	MBR	1	0	0	0	1	0	0	1	1	0	0	1	1	6
17	MLM	1	1	1	1	0	1	0	1	1	1	0	1	0	9
18	MRK	1	0	1	0	0	1	1	1	1	1	0	1	1	9
19	NAMA	1	1	0	1	0	1	0	0	1	1	0	1	1	8
20	NAK	0	1	0	1	1	1	1	0	0	1	0	0	1	7
21	PTP	1	1	1	0	1	1	0	1	1	0	1	1	1	10
22	PADS	1	0	0	0	1	1	1	1	1	1	0	0	1	8
23	RDSA	1	1	1	0	0	1	1	1	1	0	1	1	0	9
24	RAPC	1	1	1	1	0	0	1	1	1	1	1	0	1	10
25	RAT	1	1	1	1	0	0	0	1	1	1	1	0	1	9
26	RRF	0	1	0	1	0	1	0	1	0	1	1	0	0	6
27	SAM	1	1	1	0	1	0	1	1	0	0	1	1	0	8
28	SJY	1	1	0	0	0	0	1	1	1	1	0	1	1	8
29	UA	1	1	1	0	0	0	0	1	1	1	1	0	1	8
total		26	20	20	11	16	19	20	22	20	19	18	19	19	249

No	Name	Even Numbers												Total	
		2	4	6	8	10	12	14	16	18	20	22	24		
1	ATL	1	0	0	1	0	0	1	0	1	1	1	0	6	
2	AHB	1	0	1	1	1	1	1	1	1	1	0	0	1	9
3	CC	0	1	1	1	0	1	1	0	1	0	1	0	7	
4	DFR	1	1	0	1	0	1	0	1	0	1	1	1	8	
5	DRJJ	1	1	1	0	1	1	0	1	0	1	1	0	8	
6	EPNC	0	1	0	1	1	0	1	1	0	1	1	0	7	
7	EFP	0	0	0	1	1	0	1	1	1	0	1	0	6	
8	IMI	1	1	0	1	0	1	1	0	1	0	0	0	6	
9	JSL	1	1	1	0	1	1	1	1	0	1	0	1	9	
10	LN	1	1	1	1	1	0	0	1	1	1	1	0	9	
11	MRAP	1	0	1	0	1	0	1	0	1	0	1	1	7	
12	MDFH	1	0	0	1	0	1	1	1	1	0	1	1	8	
13	MMW	0	1	0	1	1	1	0	1	1	1	1	1	9	
14	MRB	1	1	1	1	0	0	1	1	1	1	1	0	9	
15	MM	1	1	1	0	0	0	1	1	0	1	1	0	7	
16	MRA	1	0	1	1	0	1	1	0	0	1	1	0	7	
17	NS	1	1	0	0	1	1	0	1	1	1	1	1	9	
18	NAR	0	1	1	0	1	0	1	1	1	1	1	1	9	
19	NA	1	1	0	1	0	0	1	1	1	1	0	0	7	
20	RAC	1	1	0	0	0	1	0	1	1	0	0	1	6	
21	RAF	0	1	0	1	1	1	1	0	0	1	1	1	8	
22	RVR	0	1	1	1	1	0	1	1	0	1	0	1	8	
23	RTF	0	1	0	0	1	0	0	1	0	1	1	1	6	
24	TA	1	0	0	1	0	1	1	1	1	1	1	0	8	
25	TS	1	1	1	1	1	1	1	0	1	1	0	0	9	
26	TDA	1	0	0	1	0	1	0	1	1	1	1	0	7	
27	YA	0	0	0	1	1	1	0	1	0	1	0	1	6	
28	SJY	0	1	1	1	0	1	0	1	0	1	1	0	7	
29	UA	1	1	1	1	0	1	0	1	1	0	1	0	8	
TOTAL		19	20	14	21	15	18	18	22	18	21	21	13	220	

## Appendix G. The Division of Odd and Even Numbers

NO	TEST ITEMS		$X^2$	$Y^2$	XY
	Odd(X)	Even (Y)			
1	7	6	49	36	42
2	12	9	144	81	108
3	9	7	81	49	63
4	10	8	100	64	80
5	8	8	64	64	64
6	9	7	81	49	63
7	8	6	64	36	48
8	8	6	64	36	48
9	10	9	100	81	90
10	11	9	121	81	99
11	6	7	36	49	42
12	7	8	49	64	56
13	10	9	100	81	90
14	9	9	81	81	81
15	10	7	100	49	70
16	6	7	36	49	42
17	9	9	81	81	81
18	9	9	81	81	81
19	8	7	64	49	56
20	7	6	49	36	42
21	10	8	100	64	80
22	8	8	64	64	64
23	9	6	81	36	54
24	10	8	100	64	80
25	9	9	81	81	81
26	6	7	36	49	42
27	8	6	64	36	48
28	8	7	64	49	56
29	8	8	64	64	64
<b>TOTAL</b>	249	220	2199	1704	1915

## Appendix H. The Range of Difficulty Index

<b>NO</b>	<b>R</b>	<b>N</b>	<b>FV</b>	<b>Criteria</b>	<b>Status</b>
1	26	29	0,896551724	EASY	ELIMINATED
2	19	29	0,655172414	FAIR	USED
3	20	29	0,689655172	FAIR	USED
4	20	29	0,689655172	FAIR	USED
5	20	29	0,689655172	FAIR	USED
6	14	29	0,482758621	FAIR	USED
7	11	29	0,379310345	FAIR	USED
8	21	29	0,724137931	EASY	ELIMINATED
9	16	29	0,551724138	FAIR	USED
10	15	29	0,517241379	FAIR	USED
11	19	29	0,655172414	FAIR	USED
12	18	29	0,620689655	FAIR	USED
13	20	29	0,689655172	FAIR	USED
14	18	29	0,620689655	FAIR	USED
15	22	29	0,75862069	EASY	USED
16	22	29	0,75862069	EASY	ELIMINATED
17	20	29	0,689655172	FAIR	USED
18	18	29	0,620689655	FAIR	USED
19	19	29	0,655172414	FAIR	USED
20	21	29	0,724137931	EASY	USED
21	18	29	0,620689655	FAIR	USED
22	21	29	0,724137931	EASY	ELIMINATED
23	19	29	0,655172414	FAIR	USED
24	13	29	0,448275862	FAIR	USED
25	19	29	0,655172414	FAIR	USED

## Appendix I

## LESSON PLAN 1

School	: SMPN 2 Bondowoso
Subject	: English
Level/Semester	: VII/2
Language Component	: Vocabulary Integrated with Reading
Genre of Text	: Descriptive Text
Theme	: Home (Things in the Bathroom)
Time Allotment	: 2 x 40 minutes

## A. Core Competence

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya  
 KI 2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya  
 KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata  
 KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

## B. Basic Competence and Indicators

NO.	KOMPETENSI DASAR	INDIKATOR
1.	3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan <b>tulis</b> dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan <b>benda</b> sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.7.1. Mentioning the name of the objects/realia from the riddles the teacher given in a group.
2.	4.7. Teks Deskriptif 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan <b>tulis</b> , sangat pendek dan sederhana, terkait orang, binatang, dan <b>benda</b> .	4.7.1.1 Matching the objects/realia with the appropriate function. 4.7.2.1 Choosing the right answer in multiple choice question related with adverb from the objects/realia that have been learned.

**C. Learning Objectives (experimental group)**

1. The students are able to mention the name of the realia from the riddles teacher gives in group.
2. The students are able to match the realia with the appropriate verb.
3. The students are able to choose the right answer in multiple choice question related with adverb from realia that have been learned.

**Learning Objectives (control group)**

1. The students are able to mention the name of the objects from the riddles teacher given in group.
2. The students are able to match the name of object with the appropriate verb.
3. The students are able to choose the right answer in multiple choice question related with adverb from material have been learned.

**Fokus Penguatan Karakter : Responsibility and Cooperation.**

**D. Learning Materials : Enclosed****E. Learning Method**

1. Approach : Scientific Approach
2. Method : Observation, Discussion
3. Model : Inquiry Based Learning

**F. Media, Materials, and Sources**

1. **Media** : Realia of things in the bathroom. **(experimental)**  
Text about things in bathroom **(control group)**
2. **Materials** : Students worksheet.
3. **Sources**

<http://www.english-time.eu/for-teachers/activity/2-introducing-with-real-objects-realia/>

**G. Teaching Learning Activity**

Activity	Experimental Group	Control Group	Time
<b>Set Induction</b>	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Praying together before the class started</li> <li>• Checking students' attendance</li> <li>• Giving leading questions related with the material</li> <li>• Stating the learning objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Praying together before the class started</li> <li>• Checking students' attendance</li> <li>• Giving leading questions related with the topic.</li> <li>• Stating the learning objectives</li> </ul>	10'



<p><b>Main Activity</b></p>	<p><b>Observing</b></p> <ol style="list-style-type: none"> <li>1. Students : Paying attention to the realia showed by the teacher (toothbrush).</li> <li>2. Students : Paying attention to the teacher's explanation about the noun, verb, and the adverb from the object.</li> </ol> <p><b>Questioning</b></p> <ol style="list-style-type: none"> <li>1. Students : Asking about what noun, verb, and adverb to increase students' curiosity.</li> <li>2. Students : Asking about what descriptive text is.</li> </ol> <p><b>Exploring</b></p> <ol style="list-style-type: none"> <li>1. Teacher : Providing some realia (kind of things in bathroom), students guessing the name of the realia through riddle read by the teacher with the group consists of 4-5 students.</li> </ol> <p><b>Associating</b></p> <ol style="list-style-type: none"> <li>1. Teacher : Asking students to read a text about bathroom things.</li> <li>2. Students : Matching the verb and the realia with the appropriate answer.</li> <li>3. Students : Doing a task about answering questions in multiple choice of the adverb of the realia individually.</li> </ol> <p><b>Communicating</b></p> <ol style="list-style-type: none"> <li>1. Discussing the tasks that the students have done with the class</li> <li>2. Teacher : Giving feedback to the students.</li> </ol>	<p><b>Observing</b></p> <ol style="list-style-type: none"> <li>1. Students : Paying attention to the text given by the teacher.</li> </ol> <p><b>Questioning</b></p> <ol style="list-style-type: none"> <li>1. Students : Asking about what are noun, verb, and adverb to increase students' curiosity.</li> <li>2. Students : Asking about what is descriptive text?</li> </ol> <p><b>Exploring</b></p> <ol style="list-style-type: none"> <li>1. Students : Guessing the name of the objects through riddle text with the group consists of 4-5 students.</li> </ol> <p><b>Associating</b></p> <ol style="list-style-type: none"> <li>1. Students : Matching the verb with the appropriate answer.</li> <li>2. Students : Answering questions in multiple choice of the adverb of things in bathroom individually.</li> </ol> <p><b>Communicating</b></p> <ol style="list-style-type: none"> <li>1. Discussing the tasks that the students have done with the class</li> <li>2. Teacher : Giving feedback to the students.</li> </ol>	<p>60'</p>
<p><b>Closure</b></p>	<ul style="list-style-type: none"> <li>• Guiding the students to make conclusion.</li> <li>• Teacher giving informations to the students about the topic for the next meeting.</li> <li>• Parting with the students</li> </ul>	<ul style="list-style-type: none"> <li>• Guiding the students to make conclusion.</li> <li>• Teacher giving informations to the students about the topic for the next meeting.</li> <li>• Parting with the students</li> </ul>	<p>10'</p>

**H. EVALUATION****a. Attitude**

NO	ATTITUDE	DESCRIPTION	SCORE
1.	Responsibility	Always show responsibility	4
		Often show responsibility	3
		Sometimes show responsibility	2
		Seldom show responsibility	1
2.	Cooperation	Always show cooperation	4
		Often show cooperation	3
		Sometimes show cooperation	2
		Seldom show cooperation	1

**b. Process Evaluation**

It is conducted during the teaching learning process. The indicators to be assessed are:

1. answering the teacher's oral questions;
2. asking questions;
3. discussing the task with the partner;
4. doing the exercises given by the teacher.

## INSTRUCTIONAL MATERIALS

### *Set Induction*

Leading questions :

#### **Experimental Group**

1. What do you usually do in the bathroom?
2. What is this? (showing them a towel)



3. What is the function of this thing?
4. How many times a day should we take a bath?
5. What text has a function to describe a thing?

#### **Control Group**

1. What do you usually do in the bathroom?
2. What thing do you usually find in the bathroom?
3. What are the function of those things?
4. How many times a day should we take a bath?
5. What text has a function to describe a thing?

### *Main Activity Material*

1. Descriptive text is a text that has a function to describe a thing, person, or place.
2. The Definitions of Parts of Speech (adverb, verb, noun)
  - A. Noun is a word for physical object that we can see, touch, taste, hear, or smell.

For examples : chair, apple, spoon, tiger, and school.

The nouns that will be taught :

TOWEL, TOOTHBRUSH, SHAMPOO, SCOOP,  
BATHROOM BRUSH, COTTON BUD

- B. Verb is a word which used to describe an action.

For examples : read, go, drink, etc.

The verbs that will be taught :

BRUSH, CLEAN, WASH, SCRUB

C. Adverb is a word that describes or add the meaning of the verb, noun, and adjective.

For examples : everyday, at school, seldom, etc.

The adverbs that will be taught :

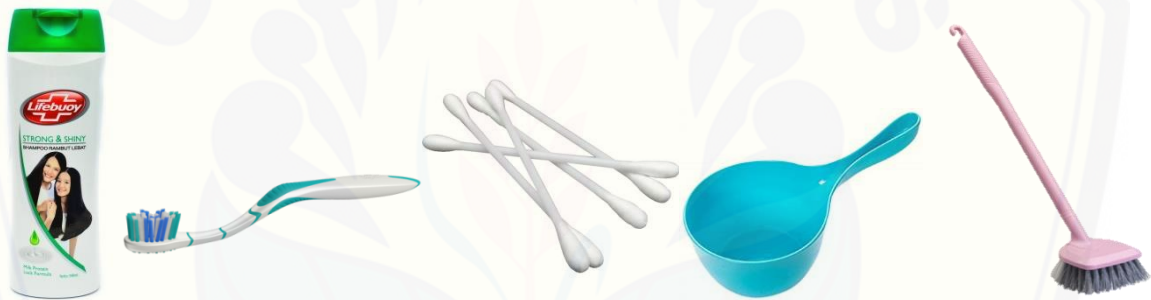
TWICE A DAY, ONCE, EVERY MORNING, NEVER, ALWAYS

D. Adjective is a word that describes noun.

The adjectives that will be taught :



SMOOTH, SOFT, ROUGH, HARD




**THE REALIA THAT WILL BE USED IN THIS MEETING**



**Riddles for students in group**

Situation : Teacher provides realia in her table in front. Teacher will read the riddle, the students in a group take the appropriate thing in front as fast as possible.

No	Riddles	Realia
1.	A special liquid that I use to wash my hair.	
2.	I am keep people's teeth white and clean. What am I?	

3.	I am made of cotton. I clean people's ear. What am I?	
4.	My name starts with 'S'. I am used by people to take water from the tub. I'm a ....	
5.	I am usually used to scrub bathroom's floor to make it clean. What am I?	

x 10 = .... c = the correct answer

**Student's Worksheet**

Read the text carefully!

**Evi's Routines**

Evi lives in Bondowoso, East Java. She is 13 years old. She studies in a school in Bondowoso. She is in grade seven. She gets up at 5:00 a.m **every morning**. She does not forget to the bathroom before goes to school.

She takes a bath with her favorite scoop that has a function to take the water off the tub. Evi's scoop has a *hard* texture. Then, she **brushes** her teeth with a *rough* toothbrush **twice a day**. In order to make it clean, every week she **washes** her hair with the shampoo that has *smooth* liquid, and then she **never** forgets to **clean** her ear with *soft* cotton buds. Evi is a diligent girl. **Once a week**, she **always scrubs** the floor of the bathroom with a bathroom brush that has *rough* texture.

**Exercise 1**

Match the realia with its function below!

1.	Realia number 1	a. To wash
2.	Realia number 2	b. To brush
3.	Realia number 3	c. To rub
4.	Realia number 4	d. To take
5.	Realia number 5	e. To clean

x 5 = .... c = the correct answer

**Exercise 2**




Answer the following questions by crossing (x) the a,b,c, or d!


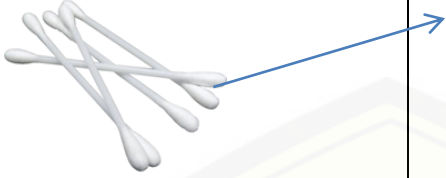
1. Mrs. Indah has stinky hair. She \_\_\_\_\_ washes her hair.
  - a. usually
  - b. never
  - c. always
  - d. likes
2. Didi has nice hair. He \_\_\_\_\_ washes her hair.
  - a. rarely
  - b. never
  - c. always
  - d. seldom
3. The texture of the toothbrush is \_\_\_\_\_.
  - a. smooth
  - b. rough
  - c. soft
  - d. hard
4. Evi has white and nice teeth. She brushes her teeth \_\_\_\_\_ a day.
  - a. once
  - b. twice
  - c. 3 times
  - d. 4 times
5. To have a clean bathroom, we should clean our bathroom at least \_\_\_\_\_ a week.
  - a. once
  - b. 5 times
  - c. 6 times
  - d. 7 times

**c** x 5 = .. c = the correct answer

**ANSWER KEY**

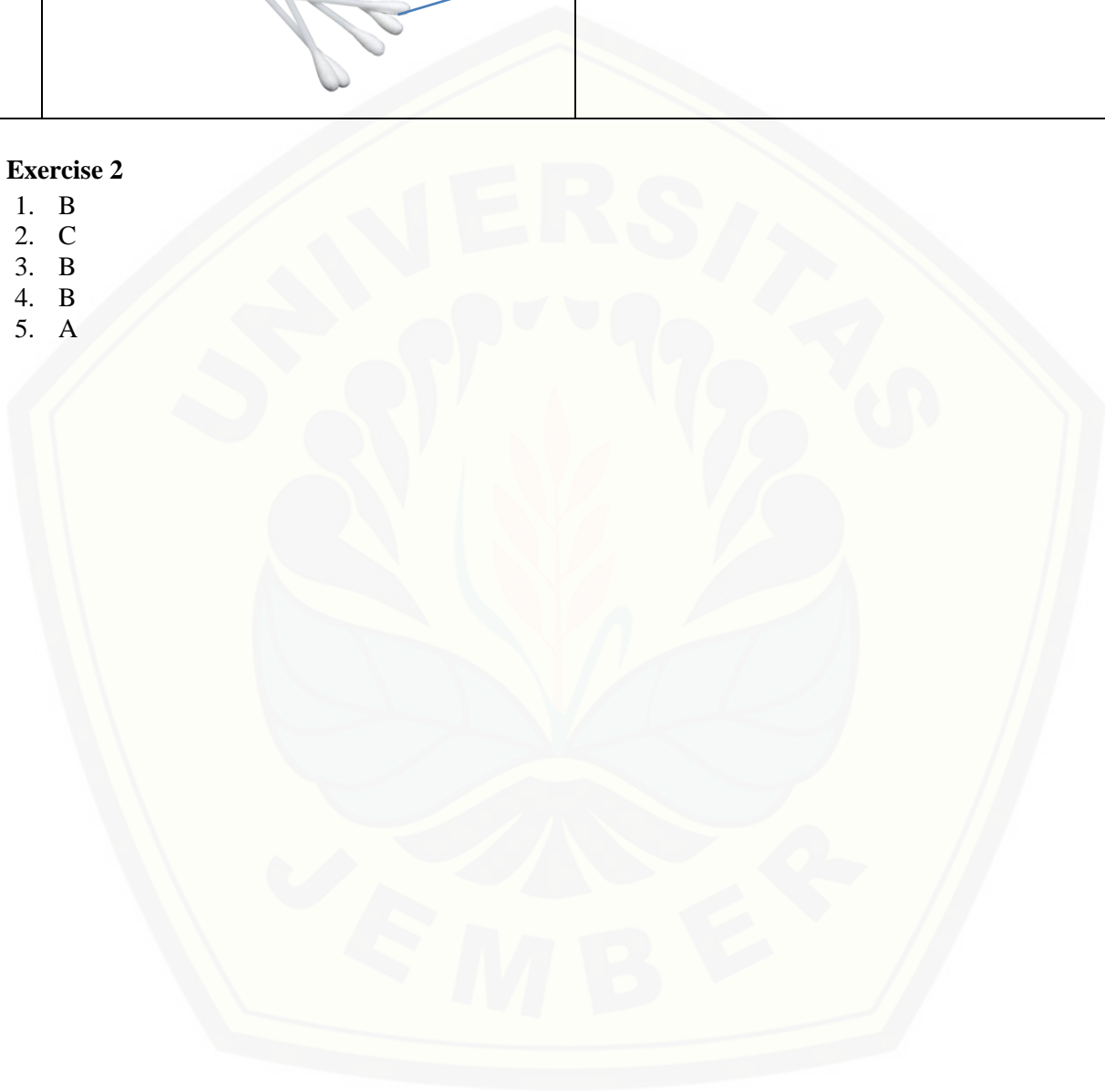
**Exercise 1**

1.		A. To wash
2.		B. To brush
3.		C. To scrub

4.		D. To take
5.		E. To clean

**Exercise 2**

1. B
2. C
3. B
4. B
5. A



## Appendix J

## LESSON PLAN 2

School	: SMPN 2 Bondowoso
Subject	: English
Level/Semester	: VII/2
Language Component	: Vocabulary Integrated with Reading
Genre of Text	: Descriptive Text
Theme	: Home (Kitchen Tools)
Time Allotment	: 2 x 40 minutes

## A. Core Competence

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

## B. Basic Competence and Indicators

NO.	KOMPETENSI DASAR	INDIKATOR
1.	3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan <b>tulis</b> dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan <b>benda</b> sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.7.1. Mentioning the name of the objects/realia based on the riddle text read by the teacher by picking up the appropriate object in front of class in a group of 4-5 students.
2.	4.7. Teks Deskriptif 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur	4.7.1.1 Finding the name of the objects/realia from the crossword puzzle. 4.7.2.1 Translating the name of the objects/realia that have been



	kebahasaan teks deskriptif lisan dan <b>tulis</b> , sangat pendek dan sederhana, terkait orang, binatang, dan <b>benda</b> .	found in the crossword puzzle into bahasa. 4.7.3.1 Matching the function of the objects.
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### C. Learning Objectives (experimental group)

1. The students are able to mention the name of the realia based on the riddle text read by the teacher.
2. The students are able to find the name of the realia from the crossword puzzle.
3. The students are able to translate the name of object that have been found in the crossword puzzle into bahasa.
4. The students are able to match the function of the object with the realia on the teacher's table.

### Learning Objectives (control group)

1. The students are able to mention the name of the object based on the riddle text.
2. The students are able to find the name of the object from the crossword puzzle.
3. The students are able to translate the name of object that have been found in the crossword puzzle into bahasa.
4. The students are able to match the function of the object with the picture.

### Fokus Penguatan Karakter : Responsibility and cooperation.

### D. Learning Materials : Enclosed

### E. Learning Method

1. Approach : Scientific Approach
2. Method : Observation, discussion
3. Model : Inquiry Based Learning

### F. Media, Materials, and Sources

1. **Media** : **Experimental group** : Realia of kitchen tools.  
**Control group** : Text about kitchen utensils.
2. **Materials** : Students worksheet.
3. **Sources**

<http://www.english-time.eu/for-teachers/activity/2-introducing-with-real-objects-realia/>

### G. Teaching Learning Activity

Activity	Experimental Group	Control Group	Time
<b>Set Induction</b>	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Praying together before the class started</li> <li>• Checking students' attendance</li> <li>• Giving leading questions related with the object that teacher provides</li> </ul>	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Praying together before the class started</li> <li>• Checking students' attendance</li> <li>• Giving leading questions related with the topic.</li> </ul>	10'

	(spatula) • Stating the learning objectives	• Stating the learning objectives	
<b>Main Activity</b>	<p><b>Observing</b></p> <ol style="list-style-type: none"> <li>Students : Paying attention to the realia showed by the teacher (spatula).</li> <li>Students : Answering leading questions from the teacher about the name and the function of the realia.</li> </ol> <p><b>Questioning</b></p> <ol style="list-style-type: none"> <li>Teacher : Reviewing about what noun and verb are.</li> <li>Teacher : Reviewing about descriptive text.</li> </ol> <p><b>Exploring</b></p> <ol style="list-style-type: none"> <li>Teacher : Providing some realia (kitchen utensils) and discussing the name and the function of each realia.</li> <li>Students : Guessing the name of realia through riddles read by teacher with the group which consists of 4-5 students.</li> </ol> <p><b>Associating</b></p> <ol style="list-style-type: none"> <li>Teacher : Asking students to read a text about kitchen utensils.</li> <li>Students : Finding the name of the object from the crossword puzzle.</li> <li>Students : Translating the name of object that have been found in the crossword puzzle into Bahasa.</li> <li>Students : Matching the function of the object with the realia.</li> </ol> <p><b>Communicating</b></p> <ol style="list-style-type: none"> <li>Discussing the tasks that the students have done with the class</li> <li>Teacher : Giving feedback to the students.</li> </ol>	<p><b>Observing</b></p> <ol style="list-style-type: none"> <li>Students : Paying attention to the text.</li> </ol> <p><b>Questioning</b></p> <ol style="list-style-type: none"> <li>Teacher : Reviewing about what noun and verb are.</li> <li>Teacher : Reviewing about descriptive text.</li> </ol> <p><b>Exploring</b></p> <ol style="list-style-type: none"> <li>Students : Guessing the name of object through riddle texts with the group consists of 4-5 students.</li> </ol> <p><b>Associating</b></p> <ol style="list-style-type: none"> <li>Students : Finding the name of the object from the crossword puzzle.</li> <li>Students : Translating the name of object that have been found in the crossword puzzle into Bahasa.</li> <li>Students : Matching the function of the object with the picture.</li> </ol> <p><b>Communicating</b></p> <ol style="list-style-type: none"> <li>Discussing the tasks that the students have done with the class</li> <li>Teacher : Giving feedback to the students.</li> </ol>	60'
<b>Closure</b>	• Guiding the students to make conclusion.	• Guiding the students to make conclusion.	10'

	<ul style="list-style-type: none"> <li>• Teacher giving informations to the students about the topic for the next meeting.</li> <li>• Parting with the students</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher giving informations to the students about the topic for the next meeting.</li> <li>• Parting with the students</li> </ul>	
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## H. EVALUATION

### a. Attitude

NO	ATTITUDE	DESCRIPTION	SCORE
1.	Responsibility	Always show responsibility	4
		Often show responsibility	3
		Sometimes show responsibility	2
		Seldom show responsibility	1
2.	Cooperation	Always show cooperation	4
		Often show cooperation	3
		Sometimes show cooperation	2
		Seldom show cooperation	1

### b. Process Evaluation

It is conducted during the teaching learning process. The indicators to be assessed are:

1. answering the teacher's oral questions;
2. asking questions;
3. discussing the task with the partner;
4. doing the exercises given by the teacher.

## INSTRUCTIONAL MATERIALS

**A. Set Induction**

Leading questions to motivate students (**experimental group**)

1. What are these? (showing the the realia of spatula, whisk, spatula, peeler, and strainer)



2. Where can you find these things?
3. Have you ever used these things?
4. Do you know what the names of these things are?
5. Do you know what the functions of these things are?

Leading questions to motivate students (**control group**)

1. What can you find in the kitchen?
2. Do you know the function of each thing?

**B. Main Activity**

Reviewing about the noun and verb with some questions :

1. What have we learned on the previous meeting?
2. What is noun? Can you give me the examples of noun?
3. What is verb? Can you give me the examples of verb?

**Nouns that will be taught in this meeting :**

SPATULA, WHISK, TONGS, BLENDER, PEELER, KNIFE, STRAINER, SPOON, CUTTING BOARD, COOKIE CUTTER

**Verbs that will be taught in this meeting :**

FLIP, SHAKE, TAKE, MIX, PEEL, CUT, STRAIN, STIR, PLACE, SHAPE

**Adverb that will be taught in this meeting :**

CAREFULLY, QUICKLY, SLOWLY, LOUDLY

**REALIA THAT WILL BE USED**



*Read the text carefully!*

### **My Lovely Kitchen**

My hobby is cooking, because I like eating. Now, I will tell you about my favorite foods and beverage, and my cooking tools that I usually use to make them.

My first favorite food is fruit juice. To make fruit juice, I use a **knife** to cut food like fruit, vegetable, and bread. I always cut those things *carefully*. I use my favorite brown **cutting board** as a place for the fruit. I like juice very much. I usually use **blender** to mix my favorite fruits. The machine of the blender sounds *loudly*, that is why I does not like the sound of it. Before I put all of the fruits to the blender, I peel the skin of the fruit *slowly* with a **peeler**. I does not forget to use **tongs** to take the ice cube. And then, after the juice is ready, I usually use a **strainer** to strain the juice from the dregs.

My second favorite food is pancake. First, I use **whisk** to shake the eggs *quickly*. After the eggs are blended, I make the dough for the pancake with a **spoon**. I use spoon to stir the pancake dough. After the dough is ready, I make the pancake and use **spatula** to flip the pancake so that the pancake will not get burnt. I like to shape the dough of pancake to make it cute with a **cookie cutter**.

### **Exercise 1**

#### Riddle Text

1. I am a kitchen utensil that is used for flipping food like pancake out of a pan. My name starts with 'S'. I'm ...
2. I am one of kitchen utensils that has a function to shake food, such as egg and cream.
3. I am a utensil that you use for taking up objects that you don't want to touch.
4. I am a kitchen tool that can mix food. I am usually used to make a fruit or vegetable juice.
5. I am a special tool used for removing the skin from fruit and vegetables. You can remove apple skin by using this tool.
6. I am used to cut something. I can cut fruit that is too big to be eaten. What am I?
7. I am a tool that has a lot of holes. I am used for separating liquid from solid. I am usually used as a tool to separate noodle from the water. What am I?

8. I am an object used to stirring food. What am I?
9. I am an object to place food for cutting. I am made of wood or plastic. My name consists of two words. I'm a ....
10. I am an object that has a particular shape. I am used for shaping cookies before you bake them.

c x 3 = ... c = correct answer

**Exercise 2**

*Find the name of kitchen utensils below by crossing a straight line in horizontal, vertical, or diagonal!*

B	A	S	D	F	G	H	J	K	N	T	I	J	C
L	D	Q	W	E	R	T	Y	O	U	I	O	P	U
E	Z	X	C	V	B	N	O	M	K	F	G	A	T
N	Q	W	E	R	T	P	Y	U	I	O	P	L	T
D	Z	X	C	V	S	B	N	M	K	L	Y	K	I
E	W	D	V	B	T	P	E	E	L	E	R	O	N
R	Q	W	E	R	R	T	A	Y	U	I	O	P	G
Q	W	S	F	U	A	Y	U	T	O	N	G	S	B
A	S	F	W	H	I	S	K	I	U	W	I	Q	O
Z	D	G	F	J	N	W	N	K	W	L	I	S	A
X	F	H	H	J	E	E	I	H	D	E	A	A	R
C	H	J	J	J	R	R	F	G	C	R	T	D	D
V	G	K	H	J	Q	T	E	V	C	T	R	X	F
C	O	O	K	I	E	C	U	T	T	E	R	C	V

c x 2 = ... c = correct answer

**LIST OF WORDS**

SPATULA	TONGS	PEELER	STRAINER	CUTTING BOARD
WHISK	BLENDER	KNIFE	SPOON	COOKIE CUTTER

**Exercise 3***Translate these words into bahasa!*

1. SPATULA
2. WHISK
3. TONGS
4. BLENDER
5. PEELER
6. KNIFE
7. STRAINER
8. SPOON
9. CUTTING BOARD
10. COOKIE CUTTER

 c x 1 = .... c = correct answer
**Exercise 4 (Writing practice)**

Make sentences based on the words below!

1. He, Spatula, flip, pancake, carefully.
2. She, whisk, shake, egg, quickly.

 c x 5 = ..... c = correct answer
**Exercise 5***Match the realia on the table with the function of each object!*

1.	Realia number 1	a. to peel
2.	Realia number 2	b. to mix
3.	Realia number 3	c. to cut
4.	Realia number 4	d. to strain
5.	Realia number 5	e. to stir
6.	Realia number 6	f. to place
7.	Realia number 7	g. to shape
8.	Realia number 8	h. to flip
9.	Realia number 9	i. to shake
10.	Realia number 10	j. to pick

 c x 3 = ... c = correct answer

**ANSWER KEY**

**Exercise 1**

1. SPATULA
2. WHISK
3. TONGS
4. BLENDER
5. PEELER
6. KNIFE
7. STRAINER
8. SPOON
9. CUTTING BOARD
10. COOKIE CUTTER

**Exercise 2**

<del>B</del>	A	S	D	F	G	H	J	K	<del>N</del>	T	I	J	<del>C</del>
<del>L</del>	D	Q	W	E	R	T	Y	<del>O</del>	U	I	O	P	<del>U</del>
<del>E</del>	Z	X	C	V	B	N	<del>O</del>	M	K	F	G	A	<del>T</del>
<del>N</del>	Q	W	E	R	T	<del>P</del>	Y	U	I	O	P	L	<del>T</del>
<del>D</del>	Z	X	C	V	<del>S</del>	B	N	M	K	L	Y	K	<del>I</del>
<del>E</del>	W	D	V	B	<del>T</del>	<del>P</del>	<del>E</del>	<del>E</del>	<del>L</del>	<del>E</del>	<del>R</del>	O	<del>N</del>
<del>R</del>	Q	W	E	R	<del>R</del>	T	A	Y	U	I	O	P	<del>G</del>
<del>Q</del>	W	S	F	U	<del>A</del>	Y	U	<del>T</del>	<del>O</del>	<del>N</del>	<del>G</del>	<del>S</del>	<del>B</del>
<del>A</del>	S	F	<del>W</del>	<del>H</del>	<del>I</del>	<del>S</del>	<del>K</del>	I	U	W	I	Q	<del>O</del>
<del>Z</del>	D	G	F	J	<del>N</del>	W	<del>N</del>	K	W	L	I	S	<del>A</del>
<del>X</del>	F	H	H	J	<del>E</del>	E	<del>I</del>	H	D	E	A	A	<del>R</del>
<del>C</del>	H	J	J	J	<del>R</del>	R	<del>F</del>	G	C	R	T	D	<del>D</del>
<del>V</del>	G	K	H	J	Q	T	<del>E</del>	V	C	T	R	X	<del>F</del>
<del>C</del>	<del>O</del>	<del>O</del>	<del>K</del>	<del>I</del>	<del>E</del>	<del>C</del>	<del>U</del>	<del>T</del>	<del>T</del>	<del>E</del>	<del>R</del>	C	<del>V</del>



**Exercise 3**

1. SPATULA = SPATULA
2. WHISK = PENGOCOK
3. TONGS = PENJEPIT
4. BLENDER = BLENDER
5. PEELER = PENGUPAS
6. KNIFE = PISAU
7. STRAINER = SARINGAN
8. SPOON = SENDOK
9. CUTTING BOARD = TALENAN
10. COOKIE CUTTER = PEMOTONG KUE

**Exercise 4**

1. He flips the pancake with spatula carefully.
2. She shake the eggs with a whisk quickly.

**Exercise 5**

1. h
2. c
3. d
4. e
5. j
6. a
7. g
8. f
9. b
10. i

## Appendix K

## POST TEST

Subject : English  
Language Component : Vocabulary  
Level : Seventh Grade Students of Junior High School  
Time : 30 minutes

---

Choose the correct answer by crossing (x) a, b, c, or d!

- Cotton bud is a thing made from cotton that is used by people to \_\_\_\_\_ ears.  
a. hurt                      b. clean                      c. hit                      d. scrub
- Vita has stinky hair. She \_\_\_\_\_ washer her hair.  
a. usually                      b. never                      c. always                      d. often
- Mrs. Indy has nice hair. She \_\_\_\_\_ washes her hair.  
a. seldom                      b. never                      c. always                      d. occasionally
- Billy is a diligent student. He \_\_\_\_\_ comes late to school.  
a. always                      b. never                      c. usually                      d. sometimes
- To have a clean bathroom, we should clean our bathroom at least \_\_\_\_\_ a week.  
a. once                      b. 5 times                      c. 6 times                      d. 7 times
- Disa uses a \_\_\_\_\_ to cut a strawberry.  
a. strain                      b. spoon                      c. knife                      d. spatula
- \_\_\_\_\_ is/are a kitchen utensil that we use for taking up objects that we don't want to touch.  
a. strain                      b. tongs                      c. blender                      d. spatula
- Tika uses a \_\_\_\_\_ to shape cookies before she bakes it.  
a. cookie cutter                      b. spoon                      c. blender                      d. spatula
- What is the texture of a toothbrush?  
a. smooth                      b. hard                      c. rough                      d. soft
- The texture of cotton buds is \_\_\_\_\_  
a. hard                      b. smooth                      c. rough                      d. soft
- What thing that has hard texture?  
a. brush                      b. toothbrush                      c. scope                      d. cotton buds
- \_\_\_\_\_ is a special liquid tat we use to wash our hair.  
a. shampoo                      b. soap                      c. toothpaste                      d. medicine
- Cotton buds are something to help people \_\_\_\_\_ their ears.  
a. clean                      b. brush                      c. measure                      d. dry
- Blender is a kitchen tools that has function to \_\_\_\_\_ liquid.  
a. cut                      b. mix                      c. strain                      d. stir
- A \_\_\_\_\_ is a tool used to mix things like vegetable or fruit.  
a. knife                      b. spatula                      c. blender                      d. strainer
- The texture of scope is \_\_\_\_\_  
a. hard                      b. smooth                      c. soft                      d. rough
- Fika cuts the apple \_\_\_\_\_. It is to prevent her fingers from being cut.  
a. carefully                      b. roughly                      c. fast                      d. quickly
- Sika cuts the cucumber very \_\_\_\_\_, it makes her hands bleed.  
a. slowly                      b. quickly                      c. carefully                      d. nicely

19. I am used by people to \_\_\_\_\_ something. I am a knife.  
 a. cut                                      b. measure                                      c. fasten                                      d. write
20. Spatula is a tool like spoon that has function to \_\_\_\_\_ something from the pan.  
 a. fasten                                      b. flip                                      c. measure                                      d. cut

**DISTRIBUTION OF TEST TYPE ITEMS**

Classification	Number	Total
Nouns	6, 7, 8, 11, 12, 15	6
Verbs	1, 13, 14, 19, 20	5
Adjectives	9, 10, 16	3
Adverb	2, 3, 4, 5, 17, 18	6
TOTAL		20

**Answer Key**

- |      |       |       |       |
|------|-------|-------|-------|
| 1. b | 6. c  | 11. c | 16. a |
| 2. b | 7. b  | 12. a | 17. a |
| 3. c | 8. a  | 13. a | 18. b |
| 4. b | 9. c  | 14. b | 19. a |
| 5. a | 10. d | 15. c | 20. b |

## Appendix L.

## The Result of the Post Test

NO	CONTROL GROUP (7B)		EXPERIMENTAL GROUP (7A)	
	NAME	SCORE	NAME	SCORE
1	AAA	60	APC	75
2	ABK	65	AR	75
3	AM	70	AS	85
4	AJS	70	AU	80
5	ADRA	70	ABK	90
6	ASR	80	DA	80
7	APA	70	DA	85
8	BAS	60	DIS	75
9	DGP	80	EPR	80
10	DPNC	70	GLM	85
11	EDM	65	HAN	70
12	FNA	80	MRPR	75
13	FUB	70	MAKH	80
14	GNB	80	MRAF	85
15	HHM	70	MF	60
16	HDS	75	MST	80
17	JPM	80	NAF	75
18	KRL	60	NDAS	70
19	MBDP	75	NAY	65
20	MAR	60	PPMH	60
21	MI	80	RJP	85
22	MWTHS	75	RPP	90
23	MSA	85	RJS	80
24	NRS	75	SAR	70
25	NHW	65	SMTA	70
26	NEA	85	SNRM	65
27	N	60	SDRF	70
28	SR	60	VTC	70
29	VAN	65	YD	75
30	WPSS	85	ZS	85

## Appendix M.



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
UNIVERSITAS JEMBER  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jalan Kalimantan 37 Kampus Bumi Tegalboto Kotak Pos 159 Jember 68121  
Telepon (0331)-330224, 334267, 337422, 333147 \* Faximile (0331)-339029  
Laman : www.uncj.ac.id

Nomor : 4999 / UN25.1.5 / LT / 2019  
Lampiran : -  
Perihal : Permohonan Izin Penelitian

11 APR 2019

Yth. Kepala SMPN 2 Bondowoso  
Bondowoso

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama : Elevanda Diami  
NIM : 150210401041  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: "The Effect of Using Realia on Students' Vocabulary Achievement". Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.

Prof. Dr. Suratno, M.Si.  
Wakil Dekan I,

Prof. Dr. Suratno, M.Si.  
NIP. 1967062519992031003

Appendix N.



**PEMERINTAH KABUPATEN BONDOWOSO**  
**DINAS PENDIDIKAN DAN KEBUDAYAAN**  
**SMP NEGERI 2 BONDOWOSO**  
Jalan MT. Haryono No. 23 Telp. (0332) – 421910  
**KECAMATAN BONDOWOSO**  
**BONDOWOSO**

SURAT KETERANGAN PENELITIAN

Nomor : 070/653/430.9.9.25.002/2019

Yang bertanda tangan dibawah ini :


Nama : **Sar b i n i, S.PdI**  
NIP : 19650310 199103 1 015  
Jabatan : Kepala  
Unit Kerja : SMP Negeri 2 Bondowoso  
Instansi : Dinas Pendidikan dan Kebudayaan

dengan ini menerangkan bahwa :

Nama : **Elevanda Diami**  
NIM : 150210401041  
Fakultas : FKIP Pendidikan Bahasa Inggris UNEJ

Benar-benar telah selesai melaksanakan penelitiandi SMP Negeri 2 Bondowoso dengan judul : *The Effect of Using Realia on Students' Vocabulary Achievement.*

Demikian surat keterangan ini dibuat dengan sesungguhnya dan sebenar-benarnya untuk dapat dipergunakan sebagaimana mestinya.

Bondowoso, 16 Mei 2019  
Kepala Sekolah,  
  
**Sar b i n i, S.PdI**  
NIP. 19650310 199103 1 015