

Vocabulary acquisition on young learners through the use of realia media

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ABSTRACT

Learning is an activity that a person does to gain knowledge. As stated below, the teaching and learning process cannot be separated. The reason is both are essential in receiving new knowledge for students. This research aims to know the vocabulary acquisition of young learners through realia media of the fifth-grade students of SDN Cangkring Malang 3. The method of this research uses a qualitative method. The population of this research was the fifth-grade students in SDN Cangkring Malang 3. The total sample of this research consisted of 6 students of elementary school for the fifth grade. The instrument used by the researcher is field note, pen, laptop, and some of the real object. The result of the research showed that the application of vocabulary acquisition with realia by applying with three period lessons methods is significantly improve students' vocabulary mastery and also it is effective to interest in young learner to feel the new nuance, fun and an enjoyable learning process. This is having a positive impact on improving vocabulary acquisition of students.

Keywords: realia media; vocabulary acquisition; young learner; learning

INTRODUCTION

At this time, English has become an important language in the era of globalization. Everyone is required to be able to communicate in international languages. To prepare students for mastery of English as an international language elementary teachers need an appropriate method to teach students. The proportion of teaching materials for elementary students differs from that of adult students. Teaching materials for students emphasize the ability to enrich their English vocabulary. For language learners, vocabulary is very important and fundamental. An individual cannot communicate efficiently or convey ideas in both oral and written form without adequate vocabulary. It cannot be denied that vocabulary develops through incidental learning such as constant exposure to language that is easy to understand when reading, listening, speaking, and writing exercises (Krashen, 1984). For adult learners, the method of teaching vocabulary is not the same as teaching vocabulary. They have various motivations and traits. This will be difficult when young learners cannot be motivated by teachers.

English language is also called a second language, (Brown, 2008) states that second language English is the target language, which is a language that is intentionally learned for a specific purpose (Brown, 2008). Minister of National Education Regulations (Permendiknas) RI. 23/2006 states that English language can be called as a local content subject in the elementary schools. English is an international language and is also the language of instruction for most primary, secondary and tertiary education for children who learn English at school age (Brown, 2008).

Learning is an activity that a person does to gain knowledge, it is not possible to separate teaching and learning. The reason is that both are very important for students to acquire new knowledge. The learning process cannot be properly assessed without teaching. Therefore, students cannot improve their capacity to master new knowledge without learning.

Vocabulary is the main asset for speaking in any language. Courage to speak must be supported by adequate vocabulary. If we dare to speak, but are not supported by vocabulary, then we may use sign language to express something (Solahudin, 2010). Vocabulary is very important to understand the language well, speak understand the language well, with a good speaking, or write a good writing. Learners are expected to increase their vocabulary about 100 words a year. Similarly, students are expected to increase their vocabulary every year from 1000 to 1500 words on the Based Curriculum so that within three years students have added about 4000 words (Sukrina, 2015).

Mastery of vocabulary is necessity for someone who wants to understand a reading, conversation, or writing in English. Without adequate vocabulary, it is impossible for us to achieve the skills mentioned above. Vocabulary is an important aspect of a language, the conclusion is that teaching vocabulary is an activity about learning and introducing new words to students which has great benefits and also help improve students' English (Irawan, 2017).

Solahudin (2010) explained that there are several tips that can be done to help students master vocabulary, namely:

a. Know the objects around

The first step in mastering vocabulary is to get to know the people or objects around, starting from the home environment, the village where we live, places that are visited by many people (markets, shops, public transportation, hotels, terminals, stations, and etc). It means that knowing the meaning, knowing the names in English. The examples of the vocabulary of objects around us:

Chair: Kursi

Table: Meja

Television: TV

Bed: Ranjang

Door: Pintu

b. Practicing direct

To make it easier to remember and increase vocabulary, you also have to practice it. Practicing direct in speech is the most effective way to remember vocabulary as well as improve speaking.

c. Stick to vocabulary everywhere

What we remember is what we do often or what we often see. To strengthen your memory of the vocabulary that has been memorized, in addition to practicing in speaking, write the vocabulary on paper that has been coated with duct tape (so that memorization is not easily damaged if exposed to water), then paste it anywhere.

d. Memorizing by Groups

Make a group of four or five people. You will memorize vocabulary every day together. In this way, memorized vocabulary will be more durable, not easy to forget.

Based on the explanation above, the choice of learning media, especially English, must be effective. The researcher tries to find effective solutions to increase vocabulary mastery by using Realia Media. Realia media are real objects in the classroom and all real media that can be used in

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observational activities outside the classroom. Realia media can be in the form of objects or objects that can be used to help learners, for example, flowers, stones, books, chairs, table, pen, newspapers and others objects carried by students or teacher. Realia media is a visual aid in learning that functions to provide direct experience to students (Rusman, 2005). In addition, realia media is a real-object which is used by teachers to present certain artifacts learning real based on a curriculum grade that is meaningful and useful in the classroom (Irawan, 2017). Realia is a real media that exists in the surrounding environment, in the sense that the media must be concrete so that students can be actively involved in the learning process so that the material presented by the teacher can run well. The media can be shown to students during the learning process. Media realia is an original object that is still in a state of being intact, can be operated, live, in actual size, and can be recognized as the original form (Uno, 2012). Realia also make learning process more enjoyable and fun.

There are several kinds of realia that can be used by the teacher, (1) the real object being learnt and it can possibly show to the student, such as, stationaries (book, eraser, bag, pencil, pen, ruler, etc), things in the classroom (table, chair, blackboard, picture, chalk, etc), parts of the body (hand, hair, nose, ears, eyes, hands, foot, etc). (2) the replica of the object if the real objects are not possible to bring to the classroom, such as, animals, vehicles, occupation, etc). The realia can help to provide the situation term in the relation. It means that the teacher can create a simply and almost similar simulation of teaching in real situation.

This research is motivated by the condition of students who find it difficult to master English vocabulary. Researchers focus on this problem with the intention of describing what factors are the causes of students' low mastery of English vocabulary, as well as the efforts of students and teachers in overcoming difficulties experienced by students. Researchers consider it important to address the causes of this problem so that they get a solution, because if this is not considered, it will result in prolonged low mastery of students' English vocabulary.

Several studies on the vocabulary acquisition for English Young Learners through some media have been conducted by many researchers. As (Buasim, 2008) examined that the study describe teaching English for through song and media for improving an English vocabulary in Elementary students. This research was conducted at a public elementary school located in Tegal Parang, Jakarta, named SDN Tegal Parang 06 Pagi, Mampang Prapatan. The researcher overcomes the problem in developing the fourth-grade school's English vocabulary by using songs and media. After three cycles of practicing the procedures and action research steps, the students' English vocabulary improved significantly. The conclusion of this study is the use of songs and appropriate media can overcome difficulties in developing vocabulary for fourth grade students of SDN Tegal Parang 06 Pagi. So, there is a positive change between students' attitudes before and after the research is carried out which is marked by a change in learning outcomes in each cycle; and more than 80% of the students scored greater than 60.

Previous study that was examined by Saleh, M (2015) shows that the use of realia media can improve students' mastery of English vocabulary. This is based on the analysis of the learning outcomes of the control group and the experimental group, the learning outcomes of the experimental group increased from the average pretest score of 62.185 to 80.29 at the average posttest score, while the learning outcomes of the control group only increased by about 3.845 from the pretest average of 61.185 to 65.03 in the mean posttest score. In addition, in the learning process, the experimental group was more enthusiastic and active in participating in learning activities compared to the control group.

The study was conducted by (Jusmaniar et al., 2020) showed that teachers responded the kits positively. In line with the observation which use to measure students' interest, it was found that

students of SD Negeri 35 Tajuncu had high interest in Realia as teaching media. Moreover, from three types of Realia, 'Unmodified Real Things' was the most applicative type.

Another recent study was done by Trisani et al., (2019), this study aims to determine the effectiveness of using realia in improving vocabulary mastery of third grade students of SDN 03 East Pontianak. This research method is Quasi-experimental research. The results showed that the computational results on the t-test with 3.93 were higher than the t-table for 1.664 degrees of freedom. From the results of these calculations, it can be concluded that teaching vocabulary using realia is "very effective".

The research about improving vocabulary in using realia also examines by Johan Sinulingga (2012) which showed that the students' achievement in vocabulary by using realia is a significant improvement. The increase in the average score of students, namely: the vocabulary test average I (61,72) increased to the second vocabulary test in the first cycle (81,85) and the third vocabulary test in the second cycle (92,90). So that the vocabulary test score continues to be increased from the I vocabulary test to the III vocabulary test in the second cycle. Daily notes and observations show that the student give good attitudes and responses during teaching and learning process using realia. The questionnaire and interview report showed strongly agreed that the application of realia had helped them in their vocabulary.

Another researcher that was conducted by Paulina Besty Fortinasari (2020) show that researcher observes videos of some previous teachings in the inclusive class. The instruments used by the researcher were field notes and vocabulary assessment. In this research, there are two cycles, where each cycle consists of two meetings. Through field notes and the assessment that have been carried out, the researcher concludes that student's vocabulary mastery in inclusive classrooms increases. The students can get all the vocabularies in an inclusive classroom enhanced. Students can find all the vocabularies in the topic of kitchen utensils and food. The increase in their vocabulary was also followed by an increase in student engagement. Students with and without disabilities can work together to achieve the learning goals.

In learning English, we need to selecting vocabularies for young learner especially in fifth grade. It is because English ad a language which has so many words to learn for English language learners. Teaching vocabulary to adult learners and young learners are very different. Normally, young learners to learn about 500 words a year but it depends on the learning condition, time and the learner's ability (Brewster, Ellis, & Girard, 2002 in (Paulina Besty Fortinasari, 2020). There are the models to select several words and methods to support children's words learning. The step one is identify all the words that most children in the class are unlikely to know meaning such as *reef, cockatoos, squawking, creek, creepers, bank, ancient*, and so on, then for the step two is select a small set of vocabulary words to focus on. It means that to narrow the list of words identified in step 1. They also investigated that there is no research to indicate the exact number of new words that specific age groups can learn at once because there are many factors which could influence the children's learning process of new words such as their ability in acquiring new vocabulary items and their former knowledge of the new vocabulary items (Christ & Wang, 2012).

Based on the phenomena above, the choice of learning media, especially English, must be effective. The researcher tries to find effective solutions to increase vocabulary mastery by using Realia Media. Realia media are all real media in the classroom and all real media that can be used in observational activities outside the classroom. Realia media can be in the form of objects or objects that can be used to help learners, for example, flowers, stones, books, chairs, table, pen, newspapers

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and others objects carried by students or teacher. Realia media is a visual aid in learning that functions to provide direct experience to students (Rusman, 2005).

The researcher believes that it is a great idea to use realia for vocabulary purposes for low-level students such as the fourth-grade student. Realia is one of appropriate strategy in teaching vocabulary. The students can learn what the object is called while looking at it. This strategy can be used for in-class games as well. So, the student will not feel bored in the classroom because realia can give high motivation to the students in learning vocabulary.

This study aims to determine the ability of students to master English vocabulary before and after the application of realia media, whether there is a significant difference between students who use realia media and students who do not use realia media, the effectiveness of realia media in improving student abilities, student responses to realia media in studying the vocabulary of objects related to school objects or others to improve vocabulary mastery.

METHODS

Respondents

This research uses qualitative research as a methodology. The population of this research was the fifth-grade students in SDN Cangkring Malang 3. There were 6 classes in this school, so that each class have one classes, for the first grade until sixth grade have only one classes. The total number of the sample of this research consisted of 6 students of elementary school for the fifth grade and all participants are female and male students.

Instruments

The instrument of this research is useusing a pen and paper to classify the data. The other instrument, the researcher uses a laptop to write an analysis. For the research itself, the researcher brings some of real object or material to apply a learning process to the student for vocabulary acquisition.

Procedures

Before performing this research, there are procedures that the researcher used: a) analyze the problem as the first step, the researcher tried to analyze the problem by consulting and interviewing the English teacher who already knew the difficulties of the students. The researcher concluded that there was a lack of mastery of vocabulary among students; b) suggesting a solution, the researcher asked and also suggested a solution that could possibly help the teacher work out the students' problem, vocabulary mastery. The researcher believes that teaching using realia to increasing the student's vocabulary mastery is the answer for the students' problem; c) after the researcher analyzes the problem, the researcher classifies the data or realia object to applying for the student.

Data analysis

The researcher using three period lesson in teach a vocabulary acquisition. The data analysis that used by this research is the researcher show and naming the real object which will applied to the young learners and then the researcher asked them to write down the object that they memorized. The second period is identification or recognition periods; it means that the student will instruct to know the object that mentioned by teacher. The third period is recall periods; it means that the student remembers what they have gained in previous periods.

RESULTS AND DISCUSSION

The researcher showed six items that used to teach vocabulary by using a realia media for fifth grade. The products are below:

TABLE 1. The specification of the test items

No	Topic Materials	Total
1	Clothes (A)	5
2	Vegetables (B)	5
3	Food (C)	7
4	Snack (D)	5
5	School equipment (E)	6
6	Container (F)	5

From the table 1 above, the researcher specifies some of products to examine the student for mastering of vocabulary, the first product are clothes (T-shirt, Jacket, Trousers, Skirt, Veil), total of the first products are five items. The second product are vegetables (Eggplant, Cucumber, Tomato, Long beans, Kale), total of the second products are five items. The third products are food (Tofu, Egg, Fish, Tempe, Chicken, Rice, Noodles), total of the third product are seven items. The fourth products are snack (Chocolate, Biscuits, Nuts, Cheese wafer, Roll wafer), total of the fourth product are five items. The fifth products are school equipment (Book, Pencil, Pen, Eraser, Paper, Ruler), total of the fifth products are six items. The sixth products are container (Bags, Pencil cases, Plates, Cups, Bowls), total of the sixth products are five items.

TABLE 2. The Specifications of the Test Items

No	Participants	Indicators words						Total
		A	B	C	D	E	F	
1	I	3	2	6	5	5	5	26
2	II	3	3	4	5	5	5	25
3	III	5	3	6	5	6	5	30
4	IV	4	3	3	5	6	5	26
5	V	3	2	3	4	4	5	21
6	VI	2	1	2	4	4	5	18

Table 2 above showed that participants III can memorize the vocabulary almost all the products, then followed by Participant I, IV, II. The low level of vocabulary acquisition reached by participant V and VI. From the table 2 above, the product vegetables (B) get 1-3 words which can memorized by the students.

The teacher teaches student by introducing these products one by one, it is called by naming period. The teacher will explain all the products by repeating each product in English. Students are also required to write down what products they memorize in English and also students have to write down correctly based on what the teacher said. When students finish writing the products they have memorized, the teacher tests them one by one.

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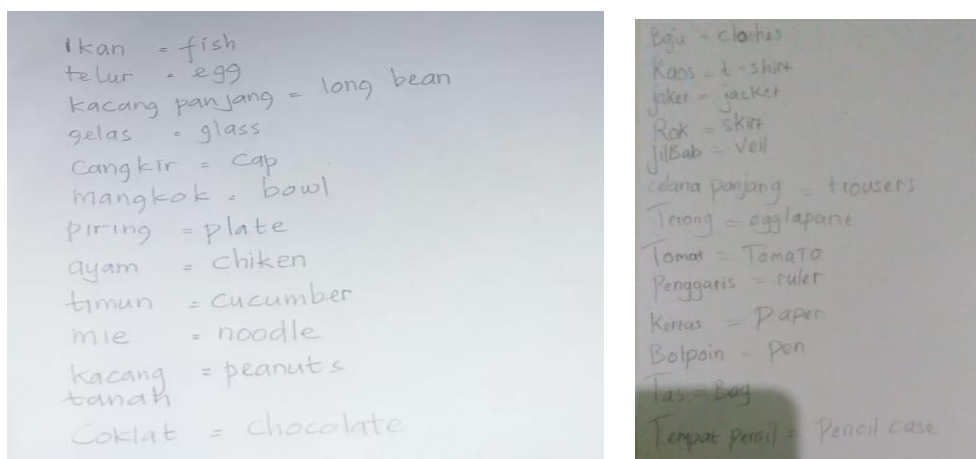


Figure 1. An object that memorized by students

From the figure 1, the word that they memorized are clothes, food, snack, school equipment, and container. Meanwhile for the vegetables/vegetable's products, the student can memorize only one until two products. The problem is students still do not have concentration in material. Rarely, they did not pay attention to the teacher so that they forget what the teacher speaks.

Teaching vocabulary using the realia media is carried out by applying the three-period lesson method consisting of the naming period, the recognizing period, and the recalling period. The first step is naming period, this step explains that the teacher acts as an implementer who introduces vocabulary to the student by pointing at objects one by one while repeating the name of the object with the correct pronunciation. The teacher act as models. The student only listens, hears, and pay attention when the teacher introduces these objects. The sentence usually used at this stage is "this name is..." in this step, at this stage some teachers complain about their very limited ability to mastery vocabulary. The implementation team provides a solution to overcome this problem. That in essence, at this stage both the teacher and the student are learning together. The main thing is intention. With the motivation and practical exercises that the team provides, the teacher showed a significant development of their will and abilities at this stage. They began to dare to correctly pronounce, explain, and express when they acted as models for their respective student. The student also looked enthusiastic about this stage.

The second stage is recognition period. The teacher can enter this stage if they judge the child to be good enough in the first stage, naming period. The implementation team explained that at this stage, student need to have a lot of experience hearing the names of object. Student will connect words with objects. Students are instructed to identify objects according to the name mentioned by the teacher. The sentence of recognition period is "Show me...". This process may continue for several days or weeks. If the student has not been able to identify objects correctly, then the teacher and the student must return to first period, naming period. The obstacles faced at this stage are generally related to the student's ability to remember and identify objects requested by their teacher. To solve this problem, the researcher wants to emphasized again that the student learns while playing. The condition must be made enjoy so that the student does not feel compelled to attend the lesson. It takes more patience to teach the student. At the end of this session, it was seen the progress of teachers' abilities and the progress of student's ability to remember objects.

The last stage is the recall period. In this period, the student remembers back what he had gained in previous periods. Usually, the sentence used in this period is “what is this?”. So at this stage the student is asked to show as well as name the objects with correct pronunciation. In this stage, if the student is able to show and name objects correctly then they have reached the stage of cognition. However, if the student is still unable to show and pronounce correctly, then it is an indication that there has not been enough training in the previous period. The problem at this stage is the student’s pronunciation errors that are not identified by the teachers because as previously mentioned. It was found that the application of Realia effectively enhanced vocabulary learners on the basis of the results of qualitative data.

As you know that realia media is a real object material. Realia is a real media which is one of the learning materials, the material is the easiest media to use for teacher, they just need a preparation to using it. Real object or realia media as a strategy is an aids or tool to delivering the information about language especially for English vocabulary in the form of the actual object, miniature, toy, or facsimiles which is it not significantly. Realia media is a tool that can provide a real experience for the students in the classroom. It means the external objects that can be brought into the classroom to introduce vocabulary to students. Therefore, realia widely used in teaching and learning as tools to introduce a new subject. Realia media is able to give real meaning of the vocabulary itself to the things that the teacher going to teach to the students. In teaching, the researcher realized that realia regarded as the easiest and more interesting. Realia media is very helpful when used in a process to obtain information for the purposes of gaining knowledge through students’ experience or often referred to as a cognitive achievement. Therefore, realia involved as a real object and the students can learn to know it.

Realia can give the students a direct and real experience that experience of real visual that cannot be obtained through others media. Basically, the students of elementary level are included as young learners that learn from the things that are concrete, so knowing the concepts of abstraction the young learners need a real object as an intermediary or something to visualize the things (Robert, 2010). Sometimes bring realia can be dangerous for example to show the snakes. So, the teacher can use the replica or toy, suitable or everything that can represent the real object. One of point of teaching vocabulary to young learner is the teacher has to help them to feel secure condition. It means that the young learner or students can be encouraged to become independent and adventurous in learning.

Constant, direct correction is ineffective and does not help create a good classroom condition. Correction has a place when the teacher does guide language exercises. In teaching of realia means the real-life object that enable students to make connections to their own lives. Students understand and retain the meaning of a word better when they have seen or touched some object associated with it. In this research, realia media refers to objects or items from real life such as clothes, snack, food, vegetables, container even used in the classroom for example equipment of school (ruler, pen, paper, book, pencil, and so on) this for illustrate or demonstrate a vocabulary word in form of objects as an assist to facilitate language acquisition. Realia media also an object or activities used by teacher to demonstrate real life objects that teachers use to help students understand more about foreign language for this case is English language especially in vocabulary acquisition. Teaching using realia media in the learning process can be more fun, in other hand realia also make more enjoyable in learning process.

CONCLUSION

Based on the result above, the student can memorize the object that they meet in daily life, especially equipment of school, clothes, food, snack and container. Meanwhile for the object of vegetables, it is difficult for the students to memorize the name or word of vegetables and even they cannot. The researcher was applied three periods in the learning process for aid vocabulary acquisition on young learner with realia media. Considering the explanation above, the researcher concluded that the application of teaching vocabulary using realia media by applying the three period lessons is said to be effective in improving student's vocabulary mastery skills especially in fifth grade. The application of these techniques and methods makes it easy and provide a systematic way for teacher vocabulary to their students. This application also effective in fostering student's interest in learning because it is possible for student to feel the condition of learning and new experiences that are more enjoyable. This is having a positive impact on increasing student's vocabulary mastery.

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