

CHAPTER IV

FINDING AND DISCUSSION OF RESEARCH

In this chapter, the researcher presents the finding and discussion of study. The data obtained from the observation, interview and documentation which are discussed on the theory and concept from the preceding chapter. This chapter covers the use of realia media that used by English teacher in SMPN 4 Pamekasan.

A. Research Finding

In this research, the researcher would like explain the finding of the study based on the research focus, how does the teacher use realia media , what are disadvantages and disadvantages at seventh grade of SMPN 4 Pamekasan

This part explain the finding of using realia media with process in teaching and learning. The researcher use some steps to explain the finding. The first one, the researcher present definition of realia media to make the researcher easy to analyze how does the teacher uses realia media in teaching learning process. The second one, the researcher presents the advantage and disadvantage of using realia media to the students. the researcher wants to know the realia media is better or not to mastery of vocabulary to the students.

The researcher conduct the research on April 20th 2021 and April 27th 2021 in C class of seventh grade of SMP 4 Pamekasan. In this part the researcher used observation to collect a data that related and needed in this research. The researcher conduct the observation only one time at C class of seventh grade of SMP 4 Pamekasan.

In analyzed this research, the researcher not only did observation but also the researcher conduct an interview to get the data that the researcher need. All of the

students in C class took by the researcher as respondents. The researcher interviewed the students to get a data.

1. The use of realia media on the students' vocabulary mastery at seventh grade of SMP 4 Pamekasan.

In this part the researcher did the observation to collect the data. The researcher did observation at April, 20th 2021. From the result of observation the researcher will know what is realia will happen in teaching learning process or not.

The observation was conduct on Tuesday, April, 20th 2021. in 1x45 minutes at 08:30-09.15 p.m. In this meeting the researcher was a non participant and the teacher was Mrs. Tri Yuhartini S. Pd. The meeting was start by praying and greeting, checking the attendance list and asking the students condition. In this phase, it was implemented the lesson plan by the theme "This is my word" and the topic is "There is and There are". Before starting the lesson, the teacher gathering the a collection of realia which are used illustrate topic and material because the topic was "There is and There are" therefore the teacher gathering kinds o realia media for example: A book, A pen, Bord markers, papers, a pen, and etc. After the teacher get organaized the object which are used in learning in order the object find quickly so that she find the object easily when the teacher wants to explain the topic. Before the beginning the learning the teacher checking the students prior knowledge by showing the object and ask the students to mention what the teacher showing to them. After that, the teacher explain the material exactly about the use of there is and there are. During teaching process when the teacher explained the topic and gave the example of the topic the teacher also showed the real object. The teacher showed the realia media that bring by the teacher one by one while teaching. After the explanation done, the teacher tried to test the uderstanding the

students. The teacher did a simple game to make students enjoy but understand the material. For example from the game is when the teacher said "Sekarang dengankan perintah ibu, jika ibu mengangkat satu spidol kalian bilang there is a board marker, jika spidol yang di angkat ada 2 spidol kalian bilang there are two boardmarkers. Oke, bisa dipahami? and the game is start. Then all of the students answer together "There are two board marker.... There is a boardmarker..... There are two board marker.... There are two board marker.... There is a boardmarker..... There is a boardmarker..... There is a boardmarker.....". Consequently, the class became noisy. Although they make noise, it indicate that they paid attention to the lesson

In the last, for closing the material or the lesson the teacher gave assignments to the students. The assignment was answering the questions in the students hand book.

2. The Advantage and disadvantages of using realia media on students' vocabulary mastery at seventh grade of SMPN 4 Pamekasan

This section the researcher would like to know the advantages and disadvantages of realia media that used by the teacher in teaching learning process to the students. In this case, the researcher did interview to the students in seventh grade of SMPN 4 Pamekasan in C class. There are 27 students in C class that the researcher has interviewed.

The researcher would like to show some result of opinion the students when the teacher used realia media in teaching learning process. The opinion of students can show how better the teacher used realia media. The following are some result of interview to the students.

Here, the researcher took interview at 27th April 2021 by using direct interview to the students in C class. The reseacher did interview to each students becuase the researcher have many time to interview the students becuase the teacher give the researcher time to get data from the students. Before took the interview, firtsly the researcher explain about the realia media to the students. It is purposes to avoide misunderstanding between the researcher and the students. The following are some result of interview to the students.

"Relia media can help me to be enthusiasm to study in class, not bored and also realia media is easier to understand what the teacher teach".¹

From the data above, it can be seen that the Bagus Condro is agree when the teacher uses realia media because it can help the students to understand the material.

"In my opinion it might be better, because it can help the students especially me to understand the material and also easy to remember the lesson".²

In this case, based on the interview that the researcher did, Wildan gave his opinion about the teacher that used realia media in teaching lerning process. At the previous chapter there was session about realia media, according to Adrienne L. Herrell and Michael Jordan "realia is used to provide experience on which to build and to provide students with opportunities to use all the sense in learning."³ In other words, realia allows students to use their all senses (sight, hear, smell, taste, touch) to connect words with their meaning because it makes the students more memorable. This is also suitable with Hyru Gau that said realia provide an excellent tool to help children develop essential English Vocabulary, realia enhance meaning and make vocabulary more

¹ Bagus Condro, The Students of C class at the seventh grade of SMP 4 Pamekasan, April 20, 2021

² Wildan Wiratama, The Students of C class at the seventh grade of SMP 4 Pamekasan, April 20, 2021

³ Adrienne L. Herrell and Michael Jordan, *50 Strategies for Teaching English Language Learners* (Boston: Pearson Education Inc. 2012), p. 42

concrete and therefore, more comprehensible.⁴ It can be seen that Wildan's opinion about realia media is appropriate with the definition of realia media itself. So, from Wildan opinion's, Wildan is agree when his teacher used realia media as a methode to teach in the class because it can help the students espwcially Wildan easy to understand the material or the lesson.

Based on interview on Tuesday at 27th April 2021 the researcher found the data not only the students above that said when their teacher used realia media their can help them to understand more about the lesson but also all of students in Class, they are Moh. Rayhan Ikhsan, Novail Ahmad Mulhan, Dimas Eko Saputra, Jamilatul Kamilah, Azza Rana Bilques, Ramadhani Pratama, Derix Dirroyan, Dimas Raihan Langit Ramadhan, Faqih Ferdiansah, Hendri Alhamdani, Faris Ruslan HD Wijoyo, Hosairifa Ratnaning Fajri, Mumsyiatur Rizqoh, Nafirotul Kamilah, Randika Alif Hakim, Safril Adi Wijaya, Rendi Bahtiar, Trianto Ramadhani, Vico Febrian Syafa Hidayat, Wardatul Fauziah and others. The following data are some their opinion about realia media that used by their teacher.

Moh. Rayhan Ikhsan stated:

"It is very good because when our teacher used realia media it can be more understand about the lesson and also not bored in the class".⁵

Novail Ahmad Mulhan stated:

"According to me, I can more understand than the teacher always give the task to the students".⁶

Jamilatul kamilah stated:

"That's oke because for some student is more easy to understand when the teacher use realia media".⁷

⁴ Hyru Gau, *Realia: making Language Real*, (Berkeley: Primary Concept 2010),p.vi

⁵ Moh. Rayhan Ikhsan, The Students of C class at the seventh grade of SMP 4 Pamekasan, April 20, 2021

⁶ Novail Ahmad Mulhan, The Students of C class at the seventh grade of SMP 4 Pamekasan, April 20, 2021

Mumsyiatu Rizqoh stated:

"I think it's oke for the teacher because it can help me easy to remember the lesson and make the students active in the calss".⁸

Hosairifa Ratnaning Fajri stated:

"I think if my teacher use it, the students will be more interested if uses realia media, because realia media make me try to know and effort trying to find out what was not known before for example can get new vocabulary".⁹

Wardatul Fauziah stated:

"In my opinion, using realia media or real object will give real learning experiences to students. Students can touch and observe the media or object and get the information what they need".¹⁰

From the some result above, it can be seen that all of students are agree when in teaching learning process the teacher uses realia media. There was a student that get a new vocabulary from the uses of realia media, there was a happy because the process of teaching and learning not make the students bored and also there was a students that said the students more active in learning process beacuse of thecher used realia media while the teacher teach the students.

B. Discussion of Research

In this part the resaercher will discuss all of the data that had written above. Within the data that was found by the researcher conducted the study. In describing the researcher wanted to give an understanding to the reader about the the use o realia media on students' vocabulary mastery of seventh grade of SMP 4 Pamekasan.

The researcher presented the finding based on research focus. The researcher would like to describe how the teacher use of realia media on students' vocabulary

⁷ Jamilatul Kamilah, The Students of C class at the seventh grade of SMP 4 Pamekasan, April 20, 2021

⁸ Mumsyiatu Rizqoh, The Students of C class at the seventh grade of SMP 4 Pamekasan, April 20, 2021

⁹ Hosairifa Ratnaning Fajri, The Students of C class at the seventh grade of SMP 4 Pamekasan, April 20, 2021

¹⁰ Wardatul Fauziah, The Students of C class at the seventh grade of SMP 4 Pamekasan, April 20, 2021

mastery at seventh grade of SMPN 4 Pamekasan and to know the advantages and disadvantages of using realia media on students' vocabulary mastery at seventh grade of SMPN 4 Pamekasan.

1. The use of realia media on students' vocabulary mastery at seventh grade of SMPN 4 Pamekasan

In this section the use of realia media on students' vocabulary mastery based on the finding the researcher knew that all of students in C class at seventh grade of SMP 4 totally agreed when their teacher used realia media when they teacher teach in the class because all of students argue that when their teacher used a media it is helpful to the students because the students will be easy to understand the lesson and also the students more active in classroom exactly during teaching learning process. This is suitable with Hyru Gau that realia provide an excellent tool to help children develop essential English Vocabulary, realia enhance meaning and make vocabulary more concrete and therefore, more comprehensible.¹¹ The use of realia media also help the teacher to share the lesson to the students and sure the students will easy to remember the material because the student do not fell bored in the class.

From the finding above, the researcher knows that all of students in C class have a good opinion because they like when their teacher teach used a media and also they have positive opinion because they get advantages from the use of realia media. So, the realia media that used by the teacher is suitable with the students because the students said that the use of realia media make the students is easy to understand the lesson.

¹¹ Hyru Gau, *Realia: making Language Real*, (Berkeley: Primary Concept 2010),p.vi

2. The Advantage and disadvantages of using realia media on students' vocabulary mastery at seventh grade of SMPN 4 Pamekasan

The second discussion is the part of advantages and disadvantages of use realia media on students vocabulary mastery. The researcher used Adofolo theory to classify the advantages and disadvantages of using realia media. Adofolo argues the advantages and disadvantages of using realia media. The advantages those are, first, the real object attracts the students' attention and aid concentration. Second, The student will remember the new vocabulary in long-term retention. Third, Illustrates meaning more directly and quickly than through verbal explanation. Last, the students not only heard the word but also receive visual reinforcement.¹²

Here, the following are some result of advantages and disadvantages of using realia media that researcher found in the class at 20th April 2021 in C class.

The first, **the teacher use a book as real object**. In this case the researcher knows that the teacher currently using realia media. It can be seen from the teacher that use a book as a media to explain the material to the student. The use book here as an object it has a purpose to make the students easy to get the point of the lesson.

The second, **the teacher use two students as real object**. In this case same with the first case namely use a book as real object. Here, the teacher use two students to make differentiaon of the number of object. This is also has a purpose same with the first case, namely to make the students easy to get the point of the lesson.

¹² Adofolo SegundoPeredes Oyarzo, Marcella Andreas and Jesicca Edith: *Realia and Vocabulary Learning Among Young Learners* (Chile: 2008) p. 33-34

The third, **the use of real object make the students focus and attract the students to know more** . In this part, it is suitable with Adofolo that the use of real object can attract the students to study and also add their concentration.¹³ This happens because the students will see and hear what the teacher does with the real object. For example when the teacher uses the students as real objects, the other students will focus to pay attention to what will happen in the next.

The fourth, **the students active in the classroom**. One of the advantages from the use of real objects is to make the students active in the class. Here, when the students are active in the class it means that the use of real objects by the teacher is good, so that it makes the students happy and the students will be active in the class.

The fifth, **the use of real object make students easy to get the point of the lesson**. In this case, when the teacher uses the real object such as a book or the students as objects, it will make the students try to imagine or make the other example automatically. It can be seen in the findings above that the students are easy to answer the teacher when the teacher asks the students to make the other example.

The sixth, **the students interest to follow the lesson**. In this case, the students are interested to follow the lesson because their teacher invites the students to answer quickly. It can be seen in the findings above, the teacher tries to make a simple game. For example, when the teacher took the real object, the teacher while asking to the students. When the teacher holds one board marker the students said there is a board marker and when the teacher holds two board markers the students said there are two board markers.

The seventh, **the students get new vocabulary and remember the new vocabulary in long time**. It is related with Adofolo that said the students will

¹³ Adofolo p. 33-34

remember the new vocabulary in long-term retention.¹⁴ In this case, the researcher ask to the students in the next meeting exactly one week after the first observation about the lesson at the previous meeting. Here, when the students remember and can mention some vocabulary that has explain at the previous meeting it means that the use of real object very useful to help the students add the new vocabulary.

The eight, **the students easier understand the material or the lesson.** Here, the researcher also take same way with the previous finding. The researcher ask to the students to make some example of the use there is and there are as their material at the previous meeting. In this case almost all of students easy to make the example.

The last, **the students not only heard the word but also receive visual information.** In this case, when the teacher use real object the students will see and hear what the teacher explain. So that, the use real object make students easy to understand the lesson because the students combine several of their senses.

Beside that, the use of realia media also have some disadvantages during teaching and learning process. In this part, the researcher would like to discuss about the disadvantages of the use realia media.

The first, **the situation of the class noisy.** In this case, the class became noisy because the students interest to follow the lesson. The use of real object here is enjoyable, so that the students will give respond to the lesson.

The second, **real objects are not always available.** The use of real object or realia media in teaching process need a good preparation because not all of the real object can bring to the classroom. Actually the real thing have in the

¹⁴ Adofolo p. 33-34

classroom such as white board, pencil, pen, table, chair and also the students can be a media, but when the teacher want to teach about the real object such as fruits, transportations or animals, the teacher cannot bring the real object into the classroom.

The third, **size of the real object**. In this case, when the teacher want to use real object as media during learning process the teacher must consider the size of the real object. The size of real object is various, sometime the real object is small, large, or big.

The fourth, **the teacher can not bring all of real object to the classroom**. In this case, the real object is various and the real object are not always available in the classroom. It can be seen the last disadvantages related with the second and the third disadvantages that researcher found. This is happen because the real object very much, so that the teacher must have some strategies to handle it.

The last, **safety**. Safety here, it means that the real object that use as media is not dangerous to the students. So that, to make the students safety the teacher must prepare the object with other object that not dangerous. Sometime the teacher can use a picture or other, the most important thing is the students' safety.

The researcher found that the advantages of using realia media and the disadvantages will happen in teaching learning process. From the result above the researcher got some advantages that suitable with Adofolo theory. The use of realia media or use real object during teaching learning process it help the students to remember the material and also easy to understand. The advantages of using realia media also make the students interest to follow the lesson, so that the students will be active in the class during teaching learning process. The use of realia media also help the students to make collaboration with other students and

also increase the sense of friendship and solidarity each others. From the teachers that used real object in teaching learning process also help the students to get new vocabulary and easy to remember the vocabulary because the use of real object is help the students use their senses for example the students see and heard the material.

From the result above the researcher also found the disadvantages of using realia media. The researcher knows that the use of realia media also have some disadvantages. So that, when the teacher want to use a real object as media in teaching learning process the teacher must consider and prepare the real object itself with properly and correctly.

Based on finding above, the resercher can compare the result of this research with other research from Adfiyani that has explained above. Realia are interesting and motivating media in teaching learning process, but the teacher should know the features and usages of realia that use to achive successful outcomes. Although realia have disadvantages, but realia is the most used tools that most effective used in teaching especially by language teachers in educatinonal field. It can be seen from the result the use of realia media in teaching surely have advantages and disadvantages. So, the use of realia it depends on the teachers that want usse realia media like they want and also the teacher should know the effectiveness of the realia that will be use.

From the discussion above, the researcher knows that the use of realia media must have the advantages and disadvantages. Although the use of realia media have some disadvantages, but the use of real objcet can improve the students' vocabulary because the students easier remember when they see directly the

object. So that, when the teacher want to use realia media the teacher must prepare and the teacher can master activities in the class.

From the finding and discussion of research, the researcher know that realia media will be happen during teaching learning process. Although it is helpful to the students in teaching and learning English, so the teacher has enough consideration to use realia media correctly and properly.