

**THE COMPARATIVE STUDY BETWEEN REALIA AND
FLASHCARD MEDIA IN STUDENTS' VOCABULARY
MASTERY AT GRADE VII SMP NEGERI 5
PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan
as a Partial Fulfillment of the Requirement for the Degree of Graduate
Education (S.Pd) In English Program*

Written By:

DIAN ADELLA PANE
Reg. Number. 13 340 0007

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
IAIN PADANGSIDIMPUAN**

2017



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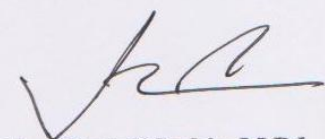
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After reading, studying and giving advice for necessary revision on the thesis belongs to **DIAN ADELA PANE**, entitled "**The Comparative Study Between Realia And Flashcard Media In Students Vocabulary Mastery At Grade VII Smp N 5 Padangsidimpuan**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

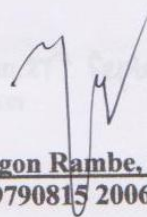
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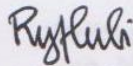
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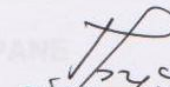
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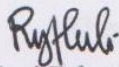
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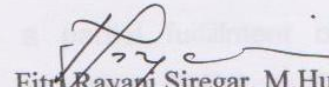


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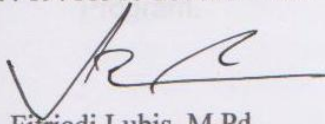
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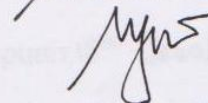
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LEGALIZATION

ABSTRACT

Thesis : THE COMPARATIVE STUDY BETWEEN REALIA
AND FLASHCARD MEDIA IN STUDENTS
VOCABULARY MASTERY AT GRADE VII SMP N
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The Thesis has been accepted as a partial fulfillment of the requirement for the Degree of Graduate Education (S.Pd) in English Program.

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ABSTRACT

This research is focused on the comparative study between realia and flashcard media in students vocabulary mastery at grade VII SMP N 5 Padangsidimpuan. The students problems in this research : 1) Vocabulary still low. Passing grade of English at SMP N 5 Padangsidimpuan reveals average of students vocabulary mastery of grade seventh: 55-65. In brief students vocabulary mastery did not fulfill the expectation, and also students mastery of English vocabulary is still poor, 2) Students had lack motivation in learning vocabulary mastery, 3) Students also tend to forget the meaning of the words which have been taught or practiced before. The purpose of this research to know of how significant differences between the mastery of the grade VII students of SMP Negeri 5 Padangsidimpuan in vocabulary mastery by using realia and flashcard media.

The method was used in this research was experimental research. Two classes were chosen randomly as the sample. They were VII-5 that consisted of 28 students and VII-3 that consisted of 28 students. It was taken after conducting normality and homogeneity test. The data was derived from pre test and post-test. To analyze the data, the researcher used t-test formula.

After analyzing the data, the researcher found that mean score of class after using realia was higher than flashcard media. Mean score of class by using realia was 76.5 and mean score of class by using flashcard media was 64.1. Besides, the score of t_{count} was higher than t_{table} ($4.804 > 2.000$) in Post Test. It meant that the hypothesis alternative (H_a) was accepted. It was concluded that there was a significant differences between the mastery of the grade VII students of SMP Negeri 5 Padangsidimpuan in mastery vocabulary by using realia and flashcard media.

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Firstly, I would like to convey his grateful to Allah SWT. The most Creator and Merciful who has given researcher the health, time and chance for finishing the thesis entitled “*The Comparative Study Between Realia and Flashcard Media in Students Vocabulary Mastery at Grade SMP N 5 Padangsidimpuan*”. Besides, Shalawat and Salam be upon to the prophet Muhammad SAW that has brought the human from the darkness era into the lightness era.

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Hope, all of them given health always and all the kindness will be replied by Allah Swt. This thesis is still so far from being perfect based on the weakness of the research. Therefore, I aspect the constructive criticisms and suggestions from the readers in order to improve this thesis.

Padangsidempuan, 2017

Writer,

DIAN ADELLA PANE
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CHAPTER I

INTRODUCTION

A. Background of The Problem

English in generally is a language that used as international language. It is known that English is an important role as a tool of communication among nation. Without English some one will be old fashion because they can not communicate with people around the world, they can not use the technology media and they will be lack of information in science world because many scientific books are printed in English.

Based on English curriculum 2007, there are English materials in the curriculum that should be mastered by students in English, they are listening, speaking, reading, and writing. The first is listening, which shows the ability to make sense of what we heard and connect it to other information already known. Listening is the first skill that is gotten by human in their lives. After that speaking is the ability to communicate orally and to express idea and feeling. The third is reading, it is the ability to get messages or information that comes from the author that can be understood and comprehended by reader easily. The fourth is writing, which express the ideas to the printed material. The last are one of teaching material that be taught at school is vocabulary. To support these four skill in learning a second language, the structure or the grammar and the vocabulary of the language being learned must be studied.

Vocabulary is the total number of words in a language and vocabulary is a list of words with their meanings. It is one of the crucial aspects because the unlimited number of vocabulary in a language.

There are some essential of learning vocabulary. First, vocabulary is one important aspect in learning a foreign language. Without a proportional amount of vocabulary anyone will get trouble in their listening, speaking, reading, and writing. Without a shared of doubt, vocabulary would help people in gaining, understanding, and also enhancing the process of knowledgeable transferring for a better life. Meanwhile, vocabulary would help people to the chances in progress or success in any kind of fields, like computer, technology, economy, politics, tourism, and educational increase with the size and application of vocabulary. Second, vocabulary is critically important because a word is an instrument for thinking about the meaning which is expresses.

Many efforts has been done by teachers to increase students' vocabulary mastery, begin from preparing the good facilities and tool for studying especially studying in English, manage the classroom be comfortable so students can be focus in learning English, giving task about new words that they have not learned yet, until using the various media in teaching English for fun English class.¹

Based on interviewed to the teacher Miss Linda, in fact students in secondary school often find problem in learning new vocabulary in SMP N 5

¹*Private Interview*, Miss Linda Teacher of SMP N 5 Padangsidempuan, (Padang Matinggi, December 20th 2016, at: 10.00 a.m).

Padangsidimpuan.² First, vocabulary still low. Passing grade of English in SMP N 5 Padangsidimpuan reveals the average of students' vocabulary mastery of grade seventh: 55-65. In brief, students' vocabulary mastery does not fulfill the expectation, and also students' mastery of English vocabulary is still poor. When the researcher observed students SMP N 5 Padangsidimpuan, the students have difficulty in remembering new vocabulary encountered because they never used the language before. It showed the researcher tried to give students new vocabulary and they didn't know the different between noun, adjective, verb, and adverb. Second, it is also found that students have lack motivation in learning vocabulary mastery. Based on the interviewed to the English teacher, she said that they are lazy for bringing the dictionary, they prefer to wait for the teacher to translate the vocabulary, and they also tend to forget the meaning of the word which have been taught or practiced before.

Based on the problems above, it needs to be solved in order to avoid flaws in students as product of education. There are some factors that influence of students' vocabulary mastery; media, teacher strategy, students interested and intelligent.

One of the factors that has big effect to students' vocabulary mastery is media. Media is a tool that used in learning process. By having media, students will be easier to learn the subject.

²*Private Interview*, Miss Linda Teacher of SMP N 5 Padangsidimpuan, (Padang Matinggi, December 20th 2016, at: 10.00 a.m).

There are so many medias that can be used in learning process, like; music, movie, realia, flashcard and anothers media can be used. From the alternative media above, the researcher choose realia and flashcard as a media to do this research and solve the problem.

First, using realia media can stimulates the mind and is one way of encouranging creativity by involving the senses. Realia is a kind of media that can be taught by teacher and realia is a interesting media for the students in learning activities and making the learning experience more memorable for the learner. Realia also can improve students' motivation to find and remember new vocabulary.

Second, flashcard has many advantages when used in teaching learning process. Flashcards have a great power in motivating and stimulating the students. Meanwhile, flashcard is easy media to help students and teacher in learning process, especially to teach the students of secondary school. Teacher can use it at any time and in any situation when she wants to teach. Students are also very interesting and more fun to see something variety and colourfully. Flashcard is not an expensive media. Teacher can make it, browse the flashcard from internet and print out it.

The roles of these media in teaching vocabulary are; first, realia show in the real object to students and the teacher will present the real object. Second, Flashcard is important for students to easy remembering a new word by looking the picture and the words.

Based on the explanation above, researcher will decided to do a research about teaching vocabulary by using media which is interesting, fun, and cheap with the title *“The Comparative Between Realia and Flashcard Media in Students’ Vocabulary Mastery at Grade VII SMP N 5 Padangsidempuan”*.

B. Identification of the Problem

Vocabulary is the total number of words in a language and vocabulary is a list of words with their meanings. It is one of the crucial aspects because the unlimited number of vocabulary in a language.

Based on background of the problems above there are some factors that influence of students’ vocabulary mastery; media, teacher strategy, students interested and intelligent.

C. Limitation of the Problem

As mentioned above, there are some factors that influence of students’ vocabulary mastery; media, teacher strategy, students interested and intelligent.

In this research the researcher wants to make a study about how to teach vocabulary for students in secondary school with the media. There are many medias that can be used in teaching vocabulary as mention above, but the researcher is not discuss all of the media. Researcher discusses only on two medias to focuses this research. They are realia and flashcard media.

There are some reasons why the researcher choose the realia and the flashcard. Realia is used to make the students know the real object while the

teacher present it in front of the class. Flashcard is also used to make students can remember the new vocabulary easily.

D. Formulation of the Problem

Based on limitation of the problem mentioned above, the problem of the research can be formulated as follows;

1. How is the result of students' vocabulary mastery by using realia at grade VII SMP N 5 Padangsidimpuan?
2. How is the result of students' vocabulary mastery by using flashcard at grade VII SMP N 5 Padangsidimpuan
3. Which one the best media in students' vocabulary mastery by using realia or by using flashcard at grade VII SMP N 5 Padangsidimpuan?

E. The Purposes of the Research

The purposes of the research are as follows:

1. To describe the result in learning vocabulary mastery by using realia at grade VII students SMP N 5 Padangsidimpuan.
2. To describe the result in learning vocabulary mastery by using flashcard at grade VII students SMP N 5 Padangsidimpuan.
3. To examine the best media in teaching vocabulary by using realia or flashcard media at grade VII students SMP N 5 Padangsidimpuan.

F. Significances of the Research

The result of the research expected to be useful for:

1. For headmaster and English teachers as a media compare and to improve the science especially about vocabulary mastery by using realia and using flashcard at grade VII students SMP N 5 Padangsidempuan.
2. For English teachers as information to improve the quality of teaching vocabulary by using realia and using flashcard at grade VII students SMP N 5 Padangsidempuan.
3. For readers and the others researcher in conducting further research in the same topic.

G. Outline of the Thesis

The researcher is going to organize this research paper in order to make the reader easier to understand:

In chapter I, it consist of; background of the problem, identification of problem, limitation of problem, formulation of the problem, purposes of the research, significances of research and outline of thesis.

In chapter II, it consits of; theoretical description, which explains about definition and concept of vocabulary, realia media, and flashcard, review related finding, framework of thinking and hypothesis.

In chapter III, it consist of: research methodology described about schedule and place of research where and when the research was done, method of research that discussed about kinds of research, population and sample discussed about

amount students as population and how to take the sample, procedures of research discussed about planning before and after research were done., instrument of data collection and data analysis used to test the hypothesis.

In chapter IV, it consist of; description of the data and discussion which researcher presents about the result of the research. Second, discussion about theory and result of the hypothesis what the researcher found in the research.

In chapter V, it consist of; first, conclusion which rpesearcher answers formulation of the problem and hyphothesis. Second, suggestion discussed about problem solving which researcher found in this research.

CHAPTER II

LITERATURE REVIEW

In arranging a research, theories are very important to explain some concepts or terms are used in concerned research. The terms are as follows:

A. Theoretical Description

1. Vocabulary Mastery

a. Definition of Vocabulary

The basic skill in English is vocabulary. The learners should master it firstly for mastering the four skills in English; listening, speaking, reading, and writing. According to Jack C. Richard and Willy A Renandya, “Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write”.¹

According to Hornby, “Vocabulary is a person’s knowledge about all the words using”.² Vocabulary may be defined as the total number of words in a language and vocabulary is a list of words with their meanings.

Schmitt Broadly states, “Vocabulary is individual’s knowledge about the collection of words”.³ It means we should use the vocabulary in the right placement. We must know what we mean by using the vocabulary.

¹Jack C. Richard and Williy A. Renandya, *Methodology in Language Teaching and Anthology of Current Practice*, (USA: Cambridge University Press, 2000), p. 255.

²A.S. Hornby, *Oxford Advance Learner’s Dictionary* (New York: Oxford University Press, 2000), p. 1506.

³Norbert Schmitt, *Vocabulary in Language Teaching*, (Cambridge: Cambridge University Press, 2000), p. 1.

According to Elfrieda H. Hiebert and Michael L. Kamil, “Vocabulary is the knowledge of meaning of words”.⁴ The same thing is also delivered by Caroline T. Linse that Vocabulary is the individual’s knowledge about the collection of words.⁵ It means that vocabulary is someone’s knowledge about words.

Based on some definitions above, it can be concluded that vocabulary is someone’s knowledge about the words with the meaning.

b. Purpose of Vocabulary

Vocabulary is important to students. In the Teaching Practice Handbook, there are several purposes of vocabulary :

- 1) to express their opinion thinking
- 2) to express idea in their society
- 3) particularly in early stages when students are motivated
- 4) to learn the basic words they need to get by in language.
- 5) to understand nuances of meaning
- 6) to become more proficient in their own choice of words and expressions.⁶

According to Michael J. Wallace, the purpose of mastering vocabulary is divided into three purposes of vocabulary, they are :

⁴ Hiebert, Elfrieda H. and Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*, (New Jersey: Lawrence Erlbaum Associates, 2005), p. 3.

⁵ Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: McGraw-Hill, 2005), p. 121.

⁶ Roger Gower, et al. *Teaching Practice Handbook*, (Thailand: Macmillan, 1995), p. 124

- 1) Quantity means number of words to counting a lesson. In the minimal number of words for junior high school is around 1500 words, while senior high school is about 4000 words.
- 2) Need to determine the students' vocabulary for bussiness.
- 3) Presentation to specific understanding in the meaning of the words being learn since meaning involves many things, this requires the teaching in which the words are presented.⁷

Based on the explanation above, there are some purposes of vocabulary. They are : to express their opinion thinking, to express idea in their society, particularly in early stages when students are motivated, to learn the basic words they need to get by in language, to understand nuances of meaning, to become more proficient in their own choice of words and expressions, counting the lesson, need for business, and presentation.

On this discussion researcher limited the purposes of vocabulary into five points. The first, to express their opinion thinking, it means that students can express their idea by words. Second, to learn the basic words they need language, by learning the basic words students can start to communicate with another people. Third, to understand nuances of meaning, it means students get many meaning to express the opinion. Fourth, to become more proficient in their own choice of words and

⁷ Michael J. Wallace, *Teaching Vocabulary* (ELBS, 1989), p. 235.

expressions. Fifth, for counting the lesson, it means the minimal number of words for junior high school is around 1500 words, while senior high school is about 4000 words.

c. Types of Vocabulary

According to Harmer that there are two types of vocabulary, they are:

- 1) Receptive Vocabulary or Passive Vocabulary
- 2) Productive Vocabulary or Active Vocabulary⁸

According to Azimar Enang that there are two types of vocabulary, they are:

- 1) General Vocabulary
- 2) Special Vocabulary⁹

According Scail said that there are 3 types of vocabulary, they are:

- 1) Active Vocabulary.
- 2) Reserve Vocabulary
- 3) Passive Vocabulary¹⁰

Based on the explanation above, there are some types of vocabulary.

They are : active vocabulary, passive vocabulary, reserve vocabulary, general vocabulary, and special vocabulary.

⁸ Jeremy Harmer, *The Practical of English Language Teaching*, (New York: Longman, 2000), p. 158.

⁹ Azimar Enang, *Kinds of Vocabulary*, (Bandung: PT. Pustaka Media, 2001), p. 203

¹⁰ Schail, *Seven days to faster reading*, (New York: Oxford University Press, 1967), p. 53

In this discussion researcher limits the types of vocabulary into two points;

First, active vocabulary refers to the words that are used in speaking and writing. It means that involves of knowing how to pronounce the word, how to write and spell it, how to use it in correct grammatical patterns along with the words that usually collocate with

Second, passive vocabulary means the words that are used in reading and listening. Someone can understand the ideas of the utterance contextually not word by word.

d. Roles of Vocabulary

Vocabulary has an important role in the language learning. As a linguist David Wilkins in Thornbury stated that “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”.¹¹

John and Shane state, “The importance of vocabulary knowledge has long been recognized in the development of reading skills”.¹²

Bromley states that vocabulary holds some important roles in teaching-learning process. They are :

- 1) Promoting fluency
- 2) Boosting comprehension
- 3) Improving achievement

¹¹ Thornbury, How to Teach Vocabulary, (London: Longman, 2004) p. 73

¹² Shane, Teaching Effective Vocabulary, (Departement for Children: University Press, 2009) p.

4) Enhancing thinking and communication.¹³

Based on explanations above researcher concludes; first, the role of vocabulary is very important to be able to use the language productively. Second, role of vocabulary is not only for communicating orally, but also in written form and to master the language skills someone needs to master the vocabulary first. Third, role of vocabulary is students will be able to improve achievement and enhance communication if students can master vocabulary well.

e. Materials of Vocabulary

In syllabus of seventh grade of junior high school in curriculum KTSP, there are some materials of vocabulary can be divided into Basic vocabulary such as:

- 1) Part of body
- 2) Genetic relationship
- 3) Name of things
- 4) Profession
- 5) Animal
- 6) Connotation
- 7) Denotation¹⁴

¹³ Broemly, The Language and Literacy Spectrum, (New York: The New York State, 2004) p. 65

¹⁴ Syllabus of seventh grade of junior high school in curriculum KTSP

In the research, to know the students' vocabulary mastery, researcher limit the materials of vocabulary into basic vocabulary includes the name of part of body, name of fruits and things in classroom by using the both of media.

2. Realia Media

a. Definition of Realia Media

Realia is an objects or activities used by teacher to demonstrate real life. More, according to Gower define "Realia is actual object or items which are bought into classroom as example or as aids to be talked or written about.

Realia is any origin objects into classroom as teaching aids, but some items represent in can be included as realia".¹⁵

According to Smith "Realia is consists of actual object, which are used in the classroom to illustrate and teach vocabulary or to serve as an aid to facilitate language aquision and production"¹⁶

Based on the definition above, it can be concluded that realia is original object and the items which are used to illustrate the material talked about into concrete or real situation.

b. Purpose of Using Realia

Realia is real things that we can find in our daily life. All of real objects in the world are realia. The appropriate realia can be used as media in

¹⁵ Gower, *Teaching Practice Handbook*, (Oxford: Haineman.1995).p.212

¹⁶ Smith, B. Virtual Realia. (n.d.). <http://iteslj.org/Articles/SmithRealia.html?ref=Guzels.TV>. Retrieved June 23rd 2011.

teaching learning process. According to Soames states that “In the Teaching English as Foreign Language (TEFL) classroom, the word realia means using real item found in everyday life as an aid to teaching English.it means that realia is all items in the world but not all of realia is possible to be used as media in language learning”.¹⁷

According to Jones states that “The purpose of realia in learning vocabulary should be used whenever possible, real things also are available, and the task is to locate them to be used in helping students learn especially in learning vocabulary”.¹⁸

Based on statement above the researcher concludes that the purpose of realia can support students in learning vocabulary and students can also think about the suitable word related to the real things and it can increase the vocabulary aspect.

c. Advantages and Disadvantages of Realia

According to Bierbaum listed some advantages of using realia. They are:

- 1) Realia is a part of the real world.
- 2) Realia is more portable, therefore more accessible than in their original environment.
- 3) Realia is often obtained readily, and for little or no cost.
- 4) Realia is a range of sensory stimulation in addition to sight.
- 5) Realia transcend language but help to develop language.

¹⁷ Soasems, *Teaching English as Foreign Language; Realia*, (UK: University Press, 2009), p. 120

¹⁸ Jones, *Teaching Realia* (ELBS, 1994),p. 93-95

6) Realia is also help develop concepts:¹⁹

According to Smith, states that the advantages of realia are :

- 1) Realia stimulates the mind
- 2) Realia saves time
- 3) Realia breathes life into new vocabulary
- 4) Realia makes students remembering new words
- 5) Realia makes the lesson more interesting and lively.²⁰

Budden and Donn stated that “The main advantage of using realia into the classroom is to make the learning experience more memorable for the learner”.²¹

Based on some advantages of realia above, it can be concluded that realia is a part of the real world, realia is more portable, therefore realia more accessible than in their original environment, realia is often obtained readily, and for little or no cost, realia is a range of sensory stimulation in addition to sight, realia transcend language but help to develop language, realia is also help develop concepts, realia stimulates the mind, realia saves time, realia breathes life into new vocabulary, realia makes students remembering new words, and realia make the learning experience more memorable.

In this discussion researcher limit the advantages of realia into six points. First, realia is a part of the real world. Second, realia stimulates the mind, is one way of encouraging creativity by involving the senses. Third, realia saves time, as recognition of an object is immediated. fourth, realia

¹⁹Bierbaum, Ester Green. *Realia*. <http://palimpsests.stanbard.edu>. Retrieved August 11th, 2012

²⁰ Smith, *Virtual Realia*, (UK: University Press, 2011).p.25

²¹ Budden, Donn. *English Teaching Perspective*. (Singapore: Four Stong. 1983).p.83

breathes life into new vocabulary, remembering it becomes much higher after experiencing the taste, touch and smell of the object. Fifth, realia makes students remembering new words, it can make the students remember the words by real object easily. Six , realia make the learning experience more memorable.

Besides of the advantages of realia, there are several disadvantages of realia also. According to Jones states that the disadvantages of realia are:

- 1) Real things are not always readily available
- 2) Realia are not always practical for use in the classroom (size a real object may be too large or too small) for classroom study.
- 3) Potential hazards realia such as live animals, certain electrical and mechanical equipment can represent potential hazards for the learner and the teacher.
- 4) Cost real objects often are expensive.
- 5) Affective learning is unpredictable through realia.
- 6) If left sitting around the classroom, realia can be a distraction.
- 7) Storage and retrieval can create problems.²²

Futhermore, another disadvantages are:

- 1) Real object may not support a cultural distinction
- 2) Activities with real objects might lose the class path
- 3) Spending too much time in one activity with real object in the class.²³

Based on some disadvantages of realia above, it can be concluded that real things are not always readily available, realia are not always practical for use in the classroom, potential hazards realia such as live animals, certain electrical and mechanical equipment can represent potential hazards for the

²² Jones, *An Introduction to English Language Teaching*. (England: Longman Group, 1997).p.

²³ <https://www.slideshare.net/sebahaty/realia-12093389> Published on Mar 21, 2012

learner and the teacher, cost real objects often are expensive, affective learning is unpredictable through realia, if left sitting around the classroom, realia can be a distraction, storage and retrieval can create problems, real object may not support a cultural distinction, activities with real objects might lose the class path, spending too much time in one activity with real object in the class.

d. The Procedures of Using Realia Media

The procedures of using realia in students' vocabulary mastery is with the real object. Jenny Wei said: "By starting with a real object, there is a really practical application for the vocabulary. The researcher makes the students felt that using realia or real object, it able to build extra motivation for the students because the vocabulary can applies something in the real world instead of the clip art flashcard, a vocabulary list in a book, or cartoon character in the textbook".²⁴

According to Adrienne and Jordan, there are procedures of relia, such as:

- 1) Identifying oppurtunities to use realia.
- 2) Collecting realia.
- 3) Building a library of realia after knowing all of things about
- 4) the object, the students have many vocabularies.
- 5) Using fields trip as realia.

²⁴ Jenny Wei, Using realia with English Language Learners, <http://americanstory.edu/blog/2009/10/using-object-with-language-learners>.access on 4th April 2016 on 11.00

- 6) Give students opportunity to really understand what they are studying.²⁵

Based on explanation above, the procedures of realia is starting and showing with a real object for the vocabulary, identifying opportunities to use realia, collecting realia, building a library of realia after knowing all of things about the object, the students have many vocabularies, using fields trip as realia, and give students opportunity to really understand what they are studying.

In this discussion, the procedures of realia are showing and starting with a real object to the students, it is a really practical application for the vocabulary.

3. Flashcard Media

a. Definition of Flashcard Media

A flashcard is a little piece of paper. According to Haycraft, “Flashcards are the cards on which word sand or picture and painted or drawn”.²⁶

According to Suyanto, “Flashcards is the cards that usually use thin paper and stiff. Flashcards show picture or words. Usually flashcards include of group with kind or classes. Flashcard is a piece of cardboard

²⁵ Adriene and Jordan Types of Media. (Anonymous, n.d). <http://zvavanhu.mywapblog.com/types-ofmedia-usedin-teaching-and-lear.xhtml>. Retrieved July 31, 2011.

²⁶ Haycraft, *An Introduction to English Language Teaching*. (England: Longman Group, 1997).p. 88

about 18 X 6 inches on which appears a word, a sentence or a simple outline drawing. The lettering should be large, net and clear so that it can be seen from the rear of the room. Capital letters are preferred. Print should be used since it is easy to read at a distance. Flashcards are a powerful memory tool write questions on one side of the cards and the answer on the other side.²⁷

Based on many definitions above, it can be concluded that Flashcard is one of the media education, flashcard is also a little piece of paper, flashcard is the cards on which words and or picture and printed or drawn. Flashcard is one of the best tools for memorizing information.

b. Purposes of Using Flashcard

According to Harmer states that “ Flashcard useful for drilling grammar item for cueing different sentence or practicing vocabulary”.²⁸

In another source, there are some purposes of flashcard. They are:

- 1) An easy way to get some of those vocabulary words stuck inside your head.
- 2) To make learning process more affective.
- 3) To accomplish new vocabulary
- 4) As a practical way for memorizing new vocabulary
- 5) To make learning process more active.²⁹

²⁷ Suyanto, Kasihani K.E. *English For Young Learners*. (Jakarta: Bumi Aksara,2007).p. 221

²⁸ Harmer *Op.Cit.*, p. 134

Based on the statements above, it shows that the purposes of flashcard for cueing different sentence or practicing vocabulary, an easy way to get some of those vocabulary words stuck inside your head, to make learning process more affective, to accomplices new vocabulary, as a pratical way for memorizing new vocabulary, to make learning process more active.

In this discussion, researcher limit the purposes of vocabulary into three points. First, an easy way to get some of those vocabulary words stuck inside your head. Second, as a pratical way for memorizing new vocabulary. Third, to make learning process more active.

c. Advantages and Disadvantages of Using Flashcard

According to Micheloud there are many advantages of using flash card in the classroom as follows:

- 1) Easy to make (any stiff paper of material can be used to make flash card basic flash card can be constructed by cutting a piece of copy paper into eight or tent rectangles for more reusable cards. Make blank cards and laminate cover or clear contact. Write word into the cards with a board maker and then wipe to clean to later use).
- 2) As a medium, they give considerable teacher control (the teacher can prepare exactly what he/she wants and can show the material).

²⁹ <https://www.slideshare.net/sebahaty/flashcards-12093389> Published on June 17th, 2013

3) They are easy to handle and to store attract the students.³⁰

According to Haycraft, there are some advantages of using flashcard.

They are follows:

- 1) Flashcard can be used for consolidating vocabulary
- 2) Flashcard are motivating and eye-catching
- 3) Flashcard are efective that can be used for any level students
- 4) Flashcard can be taken almost everywhere and studied when are has free moment
- 5) Flashcard are cost effective/ inexpensive
- 6) Flashcard provide visual link between L1 and the target language
- 7) Flashcard also can be used for practicing structure and word order or for a variety of games.³¹

Based on advantages flashcard above, it can be concluded that there are some advantages of flashcard. They are: easy to make, As a medium, they give considerable teacher control, easy to handle and to store attract the students, flashcard can be used for consolidating vocabulary, flashcard are motivating and eye-catching, flashcard are efective that can be used for any level students, flashcard can be taken almost everywhere and studied when are has free moment, flashcard are cost effective/ inexpensive, flashcard provide visual link between L1 and the target language, flashcard also can be used for practicing structure and word order or for a variety of games.

In this discussion, researcher limit the advantages into six points. First, easy to make; easy to make the variety of flashcard, it need a piece of paper

³⁰ Dave Micheloud, *Introduction to Using Media in Education: A Guide for Teachers and Parents*, (Oregon: UK Express 2007), p. 8.

³¹ Haycraft, *Op.Cit.*, p. 97

and can be drawn alone. Second, as a medium; they give considerable teacher control. Third, easy to handle and to store attract the students; students will be active when learn the vocabulary by flashcard. Fourth, flashcard can be used for consolidating vocabulary; it can be make students remember vocabulary easily. Fifth, flashcard are efective that can be used for any level students. Sixth, flashcard are cost effective/ inexpensive; we can make it alone by a piece of paper.

Besides of the advantages of flashcard, there are several disadvantages of flashcard also. The disadvantages of flashcard is below:

- 1) Students pay attention on the flash cards more than one learned material.
- 2) It takes time to provide attractive the students.
- 3) It may arouse problem in the teaching learning process since the students may misunderstanding about the flash card.³²

According Smith, there are some disadvantages of flashcard also. They are:

- 1) Some lexical fields cannot be illustrated
- 2) They can become boring when using repetively.³³

Based on the disadvantages of flashcard above, it can be concluded that Students pay attention on the flash cards more than one learned

³² [http:// how-to-learn-any-language com/e/guide/flash-cards](http://how-to-learn-any-language.com/e/guide/flash-cards) accesed on 25th July 2016

³³ Smith, *Op.Cit.*, p. 42

material, it takes time to provide attractive the students, it may arouse problem in the teaching learning process since the students may misunderstanding about the flash card, some lexical fields cannot be illustrated, they can become boring when using repetively.

d. Procedures of Using Flashcard

The procedures of the use flashcard are bellow:

- 1) Sit comfortably facing your students.
- 2) Arrange the flash cards in the order you would like to present them.
- 3) Starting with the first flash card, hold it up so your students can clearly see the front. Keep the back of the flash card toward you so your child cannot see it.
- 4) Shows the flash card front to your students that consist of picture and said in English and asked the students to repeat after several time to make sure that they could say it in a correct pronunciation.
- 5) Give question to them by showing flashcards one by one randomly,if your students give a correct answer, place the correctly answered flash card in a pile on your left.
- 6) If your students give an incorrect response or no response, tell them the correct answer, and place these flash cards in a pile on your right side.
- 7) After you have finished showing your students all of the flash cards, you may continue your flash card teaching session by using the stack of incorrectly answered cards. Continue in the same manner, placing correctly answered flash cards on the left and incorrectly answered flash cards on the right.
- 8) Once your students have mastered the full set of flash cards, practicethem periodically to ensure your child remembers them.³⁴

In another source, there are some procedure of flascard, they are:

- 1) Gather Material
- 2) Choose pictures
- 3) Add text

³⁴http://learningdisabilities.about.com/od/instructionalmaterials/qt/flash_card_teaching_strategi.es. Accesed on 17th Feb 2014 at 10.00 pm.

- 4) Glue pictures onto cardstock
- 5) Laminate the flashcard.³⁵

Based on the procedures of flashcard above, it can be concluded that the procedures of flashcard:

- 1) Sit comfortably facing your students
- 2) Gather material
- 3) Choose pictures
- 4) Arrange the flash cards in the order you would like to present them,
- 5) Starting with the first flash card, hold it up so your students can clearly see the front. Keep the back of the flash card toward you so your child cannot see it starting with the first flash card.
- 6) Add text
- 7) Glue pictures onto cardstock
- 8) Laminate the flashcard
- 9) Shows the flash card front to your students that consist of picture.
- 10) Give question to them by showing flashcards one by one randomly,
- 11) If your students give a correct answer, place the correctly answered flash card in a pile on your left, if your students give an incorrect response or no tell them the correct answer, and place these flash cards in a pile on your rightside.

³⁵ www.homemade-gifts-made-easy.com. Accessed on 27 July 2016

- 12) After you have finished showing your students all of the flash cards, you may continue your flash card teaching session by using the stack of incorrectly answered cards.
- 13) Once your students have mastered the full set of flash cards, practice them periodically to ensure your child remembers them.

B. Review of Related Findings

There are some related findings relate to this research as follows:

1. Maya Afrilisa Siregar, the title is “Teaching Vocabulary by Using Flashcard in The First Year Students of SMP N 7 Sukoharjo 2013-2014”. After the implementations of using flashcard and the complementary actions, she concluded that students’ vocabulary mastery in secondary school was improved³⁶.
2. Indah Purnama Sari Siregar, the title is ” A Comparative Study Between Crossword Puzzle and using Real Object on Students Vocabulary Mastery at SD Bunayya Padangsidimpuan 2011”. She said that, using real object is better than crossword puzzle to improve students’ vocabulary mastery³⁷.
3. Putri Ziko Mamura’s research, entitled “The Use of Flashcard to Improve Vocabulary Mastery of The Fourth Grade Students of SD Muhammadiyah Ngijon 1 in The Academic Year of 2009/2010”. She concluded that the

³⁶ Maya Afrilisa Siregar, *Teaching Vocabulary by Using Flashcard*, (in The First Year Students of SMP N 7: Sukoharjo 2013-2014). p. 11

³⁷ Indah Purnama Sari Siregar, *A Comparative Study Between Crossword Puzzle and using Real Object* (on Students Vocabulary Mastery: SD Bunayya Padangsidimpuan, 2011).p. 12

different results of students' pre-test and post test show that the students can improve their vocabulary mastery. It is because the students' average scores of the post test increase 1, 90517 from the students' average scores of the pre-test.³⁸

Based on the related findings above, the researcher concludes that realia media and flashcard media can improve, and influence the students' vocabulary mastery. So, the reseacher wants to compare which one the best media is, between realia media and flashcard media in students' vocabulary mastery.

C. Framework of Thinking

Vocabulary is someone's knowledge about the words with the meaning of word itself that is used to master the skills in language such as speaking, listening, reading, and writing. Therefore, vocabulary is the core component of language.

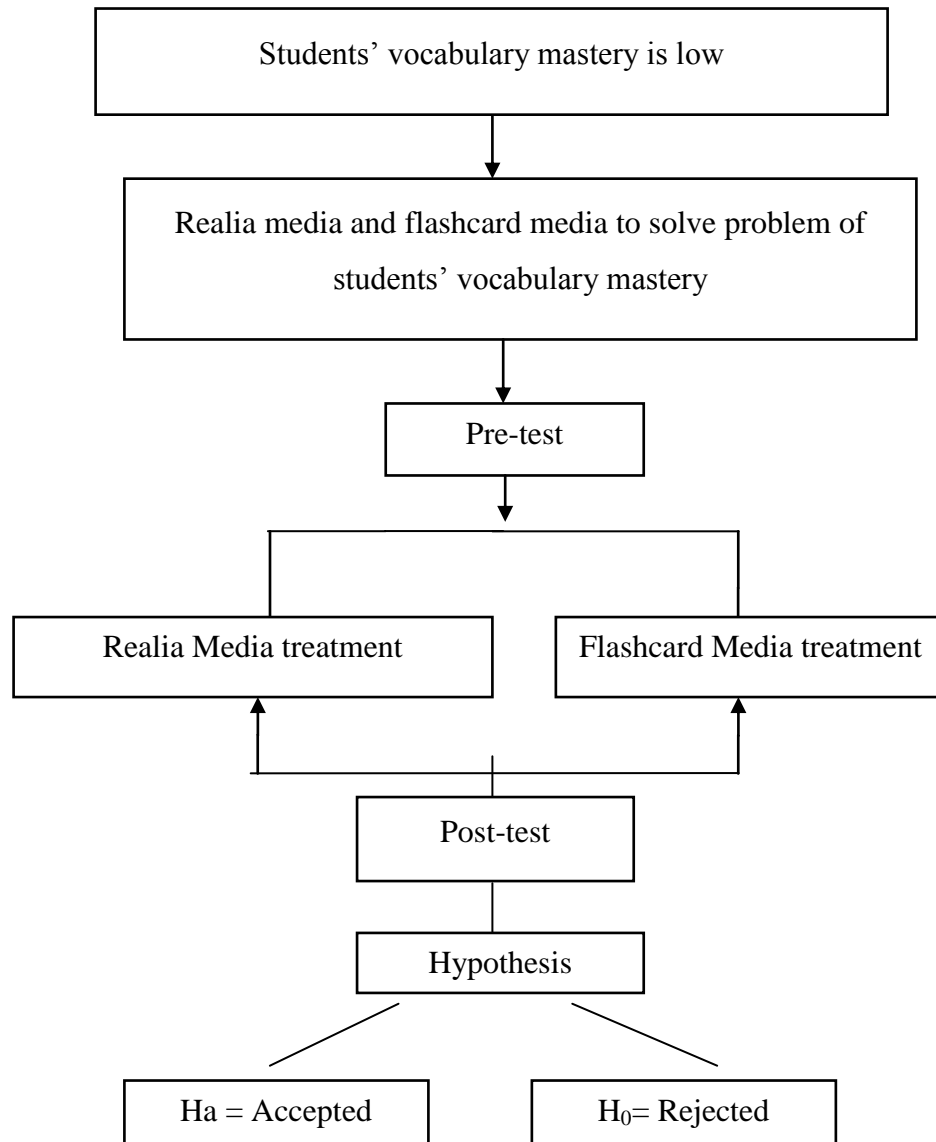
Realia is original object and the items represent them which are used to illustrate the material talked about into concrete or real situation.

Flashcard is one of the media education, flashcard is also a little piece of paper, flashcard is the cards on which words and or picture and printed or drawn..

The successful of teaching vocabulary mastery depends on many factors. One of them is how the teacher chooses the suitable media applied in a classroom.

³⁸ Putri Ziko Mamura, The Use of Mind Mapping to Improve Vocabulary Mastery of The Fourth Grade Students of SD Muhammadiyah Ngijon 1 inThe Academic Year of 2009/2010, (Unpublished Thesis) (English Education ProgramFaculty of Languages and Arts State University of Yogyakarta, 2011) (online), ([http://eprints.uny.ac.id/18568/1/Putri%20Ziko%20Mamura%20\(Thesis\).pdf](http://eprints.uny.ac.id/18568/1/Putri%20Ziko%20Mamura%20(Thesis).pdf)),retrieved on November, 8th 2016 at 10.00 p.m.

Based on the literature review of related theories above, conceptual framework need to be figured to explain more about the theories used. Here is the conceptual framework related to the theory:



D. Hypothesis

The hypotheses of the research is:

Ha : “There is any significant differences between using realia and flashcard on students’ vocabulary mastery at grade VII SMP N 5 Padangsidempuan”.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about the methods and the procedures of the research has been done by the researcher to answer the problem of the research in the previous chapter. The procedures consist of the time and place of the research, research design, population and sample, instrument of data collecting, procedures of research, testing of instrument, data collecting and data analysis. They were as follows:

A. Place and Time of Research

This research has been done at SMP Negeri 5 Padangsidempuan. It is located at Jl. Perintis kemerdekaan, Padangsidempuan. It was number 61 in Padangmatinggi. It was about 4 kilometres from the central town.

It was in the Southeast from Padangsidempuan town. The subject of research was at the grade VII students at SMP Negeri 5 Padangsidempuan 2017/ 2018 Academic years. This research is done from August until September 2017.

B. Research Design

The kind of this research is quantitative research. It can be classified to comparative method. L. R. Gay says, “Comparative method is the only type of research that can test hypothesis to establish cause and-effect relationship”.¹

Then, S. Margono explains that comparative research is research which done the test to experiment group, experiment group is given specific ways with control

¹L. R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application*, (America: Prentice-Hall, Six Editions, 2000), p. 367.

condition.² Next, Ibnu Hajar considers that comparative research is research designed scientific which more careful and appropriate to do research the effect of something variable and another variable.³ So, the researcher concludes that experimental research is the research using a test which have been special design to experimental group with condition which able control.

The research design is used by giving pre-test and post-test to experimental class. In this case, both of these classes will be given different treatment; to experimental class one will be given realia media and experimental class another will be given flashcard media. It will be done to know the comparative of experimental research both of these media to students' vocabulary mastery at Grade VII SMP Negeri 5 Padangsidempuan.

Table 1. Design of Realia and Flashcard Media

Class	Pre-test	Treatment	Post-test
Experimental class	√	Realia Media	√
Experimental Class	√	Flashcard Media	√

So, from the quotations above, the researcher concludes that the ecomparative research is a kind of research which has the aim to know causal effect relationship between one variable or more to other variable. The comparative research controls the selection of participant for the study and divides the select participant into more groups having similar characteristic at the start of experiment.

²S. Margono, *Metode Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2004), p. 10.

³Ibnu Hajar, *Dasar-Dasar Metodologi Penelitian Kuantitatif dalam Pendidikan*, (Jakarta: Raja Grafindo Persada, 1999), p. 321.

C. Population and Sample

1. Population

Suharsimi Arikunto says, “A population is a set (collection) of all elements processing one or more attributes of interest.⁴ Based on the quotation, the population of research consists of all of the students at SMP Negeri 5 Padangsidimpuan.

The population of the research consist of 11 classes with 315 students.

It can be seen the following table:

Table.2 The Population of The Seventh Grade Students SMP Negeri 5 Padangsidimpuan

NO	CLASS	Male	Female	TOTAL
1	VII-1	16	11	27
2	VII-2	12	16	28
3	VII-3	13	15	28
4	VII-4	17	13	30
5	VII-5	12	16	28
6	VII-6	11	16	27
7	VII-7	12	17	29
8	VII-8	13	17	30
9	VII-9	15	13	28
10	VII-10	15	15	30
11	VII-11	14	16	30
TOTAL				315

(source : data of students SMP N 5 Padangsidimpuan from Vice of Headmaster)

⁴Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 1993), p. 108.

2. Sample

Arikunto says, “Sample is a part of population which will be researched”.⁵ In this research, the researcher used random sample to take the class research. The researcher takes two classes as a sample. Ranjit Kumar says that with draw the entire sample by using random sampling technique, each element in the population has equal opportunities and probabilities to chose.⁶

So, the researcher’s reason uses random sampling technique is because of all the sample has the same chance to be chosen and it is the best single way to obtain a representative sample.

Then, the researcher used the trick to take the sample using a lottery technique of taking random sampling. All the population or all the grade VII class are folded, then, the researcher shake them. After that, the researcher took 2 folded classes.

Finally, the reseracher get two classes of grade VII, they are VII-3 (28 students) and VII-5 (28 students). They are 56 students. Then, the researcher dicides grade VII-3 as the experimental class is treated by using flashcard and VII-5 is treated by using realia as the second experimental class also. The detailed sample is in the table below:

⁵*Ibid.*, p. 109.

⁶Ranjit Kumar, *Research Methodology: A Step-by-step Guide for Beginners*, 3rd ed, p. 208.

Table.3 The Sample of Research

No	Grade	
	VII-5	VII-3
	Experimental Class	Experimental Class
1.	Treatment A: <i>Realia Media</i>	Treatment B: <i>Flashcard Media</i>
Total of Students	28 students	28 students

So, the total of sample was 56 students; 28 students of VII-3 will be for experimental class and 28 students of VII-5 will be for second experimental class, they gave 2 treatment; realia and flashcard. For experimental class, the researcher gave realia media and the second experimental class, researcher gave flashcard media. To know the homogeneity of the samples, researcher do homogeneity and normality test.

1) Normality Test

Normality test is used to know whether the data normal or not. The data can be tested by using Chi-quadrade, as follow:⁷

$$x^2 = \sum \frac{(f_0 - f_h)^2}{f_h}$$

Where;

x^2 = Chi-quadrade

f_0 = Frequency is gotten from sample/result of observation (questioner).

⁷Mardalis, *Metode Penelitian: Suatu Pendekatan Proposal*, (Jakarta: Bumi Aksara, 2003), p.85.

fh = Frequency is gotten from sample as image from frequency is hoped from population.

To calculate the result of *Chi-Quadrate*, it is used significant level 5% (0,05) and degree of freedom as big as total of frequency is lessened 3 (dk= k-1). If result $x^2_{\text{count}} < x^2_{\text{table}}$, it can be concluded that data is distributed normal.

2) Homogeneity

Homogeneity test is used to know whether control class and experimental class have the same variant or not. If both of classes are same, it can be called homogenous. To test it, the researcher used formula as follow:

$$F = \frac{\text{the biggest variant}}{\text{the smallest variant}}$$

Hypothesis is accepted if $F_{\text{count}} \leq F_{\text{table}}$

Hypothesis is rejected if $F_{\text{count}} \geq F_{\text{table}}$.

D. Definition of Operational Variables

Based on the explanation of variables, the meaning of realia, flashcard, and vocabulary are detailed below:

1. Realia Media

Realia is original object and the items represent them which are used to illustrate the material talked about into concrete or real situation.

2. Flashcard Media

Flashcard is the cards on which words and or picture and printed or drawn.

3. Vocabulary

Vocabulary is students' knowledge about the words with the meaning of word.

E. Instrument of The Research

A research must have an instrument in this research because a good instrument can go guarantee for taking the valid data. In addition, Suharsimi Arikunto says, "Instrument of the research is a tool of facility is used by the researcher in collecting data,⁸ So that the process is easier and better with the more careful, complete and systematic ways.

In this research, the main instrument of this research is test. The researcher give the test to know students' vocabulary mastery. To get the data from the students, the researcher collected by multiple choice test. The test is a set of vocabulary about identify name of part of body, identify of fruits, and identify of things in classroom. To measure students' vocabulary mastery uses the indicator, as follows :

⁸Suharsimi Arikunto, *Op. Cit.*, p. 106.

Table.4 Indicator of Vocabulary

NO		INDICATOR	TOPIC	Number of Items	Score
1.	PRE TEST	Identify The Meaning	1. Part of Body	2,4,7,9,26,27,32,33,	8
			2. Name of Fruits	22,25,35,36,37,38,39,40	8
			3. Things in Classroom	11,14,19,28,29,30,31,34	8
		Memorize The word	1. Part of Body	1,3,5,6,8,10,45,49	9
			2. Name of Fruits	21,23,24,41,42,43,44	9
			3. Things in Classroom	12,13,15,16,17,18,20,25	8
Total					50
2.	POST-TEST	Identify The Meaning	1. Part of Body	6,7,8,9,26,28,31,33	8
			2. Name of Fruits	11,12,13,14,15,16,39,42	8
			3. Things in Classroom	17,20,35,36,43,44,45,46	8
		Memorize The word	1. Part of Body	1,2,3,4,5,25,27,29,30,32,34	11
			2. Name of Fruits	38,40,41,47,48,49,50	7
			3. Things in Classroom	10,18,19,21,22,23,24,37	8
Total					50

Based on the above indicator, Riduwan explains in his book “*Belajar Mudah Penelitian untuk Guru-Karyawan Peneliti Pemula*” there are four range of score

of the result test. they are Excellent, good, average/enough and poor. ⁹ It is shown at table below :

Table.5 Score of The Result Test

Range of Real Score	Frequency
80-100	Excellent
61-80	Good
41-60	Average/ enough
21-40	Poor

(Source: Riduan, Belajar Mudah Penelitian untuk Guru-Karyawan Peneliti Muda)

F. Validity and Reliability Instrument

1. Validity

Suharsimi Arikunto said that “validity is standard that show the level of validity or legally of instrument.¹⁰ Validity is when a test must measures what it is intended to measure and what has been taught.¹¹ In this research, the researcher uses construct validity to establish validity of the instrument. *Construct validity* concerns the qualities that the task measures, how far it actually represents vocabulary mastery.¹²

So in this research, the vocabulary test was validated by checking the test to the expert person. The expert person is the English teacher of grade VII students itself of SMP N 5 Padangsidempuan. The English teacher will check

⁹ Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan Peneliti Pemula*, (Bandung: Alfabeta, Cet. 1, 2005), p. 89.

¹⁰ Suharsimi Arikunto, *Op. Cit.*, p. 169

¹¹ Ken Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2003), p.217

¹² *Ibid.*, p. 218

and recheck whether the vocabulary test has been suitable to the syllabus, curriculum, and the English textbook of the English subject or not to the grade VII students of SMP N 5 Padangsidempuan. More, the test will be signed by the English teacher.

2. Reliability

Reliability is also needed to create a good test because a test must be reliable as a measuring instrument. The instrument is said reliable when the instrument believable to use as an instrument of collecting data because the instrument is good.

G. Technique of Collecting data

To get the data from the students, the researcher collected the data by giving pre-test and post-test to students. Test is some of question or view and other tool is used for measure skill, knowledge and intelligence ability. The test was divided into two kinds: they were pre-test, and post-test. The further explanations were as follows:

1. Pre-test

The function of the pre-test is to find the mean scores of the students' vocabulary mastery before the researcher teach the 2 treatments for experimental class for realia and second experimental class also for flashcard media. In this case, the researcher hopes that the whole students' vocabulary mastery will be same, or if there is a difference between those classes, the difference is hopefully not significant.

2. Treatment

The grade VII-3 and VII-5 of experimental class were given by materials, which is consisted of the both of media that is taught by the teacher (researcher) in different procedures (2 different media: realia and flashcard).

3. Post-test

After giving treatment, the researcher conducted the post-test which is different from the pre-test. This post test is the final test in the research, especially measuring the treatment, whether it is significant or not. After conducting the post-test, the researcher analyzed the data with using mean score and then tested by using t-test formula. Then, the researcher found out the effect of using realia and flashcard media in teaching vocabulary.

H. Data Analysis

The analysis of data is done to find out the ability of the three groups that have been divided into three groups. To analyze the data, the researcher use “t” test. Anas Sudjiono said “t” test was one of statistic examine which be used in comparative research which done comparing between two variable, that was: Was there compare siqnificant two variable.¹³ After, the researcher got the data, it will be enter in frequency table with the formula as follows:

¹³Anas Sudjiono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada,1987), p. 78.

$$Tt = \frac{X_1 - X_2}{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}$$

T : The value which the statistical significance

X₁ : The average score of the experiment class

X₂ : The average score of the control class

n₁ : Variant of experiment

n₂ : Variant of control¹⁴

¹⁴ *Ibid.* p.80

CHAPTER IV

RESULT OF THE RESEARCH

To analyze the data, the researcher has collected data through giving a test in pre test, and post test in the both classes of experimental class.. To find out the comparative between Realia and Flashcard on students' vocabulary mastery at SMP N 5 Padangsidempuan, the researcher has calculated the data by using quantitative analysis. The researcher used the formulation of t-test to test the hypothesis. Next, the researcher described the data as follow:

A. Description of Data

1. Description of Data Before Using Realia Media

a. Pre-test Score before Using Realia Media

The researcher gave the test to the students in pre-test before using realia media. Based on the students' answer in pre-test, the researcher has calculated the students' score. The total score of pre-test before using realia media was 1610 with highest score was 70 and lowest score was 26. The students mean score was 45.7, median was 49.12, modus was 4.95, range was 44, interval was 9, and standard deviation was 11 in appendix 7. Then, the researcher drawn the table sum in the following:

Table.6 The Score of Experimental Class of Realia in Pre-test

Total	1610
Highest score	70
Lowest score	26
Mean	45.7
Median	49.12
Modus	4.95
Range	44
Interval	9
Standard deviation	11

The calculation of the frequency distribution of the students' score in pre test before using realia media can be applied into table frequency distribution as follow:

Table. 7 Frequency Distribution of Experimental Class of Realia (Pre-test)

No	Interval	Mid-Point	F	Percentages
1	26 – 34	30	5	17.8%
2	35 – 43	36	6	21.42%
3	44 – 52	48	8	28.60%
4	53 – 61	57	7	25%
5	62 – 70	66	2	7.14%
Jumlah			28	100%

From the table above, it can be concluded that the most students are in interval 44– 52 (8 students/28.60%). The least of students is 62 – 70 (2 students/7.14%). Clear description of the data is presented in histogram on the following figure:

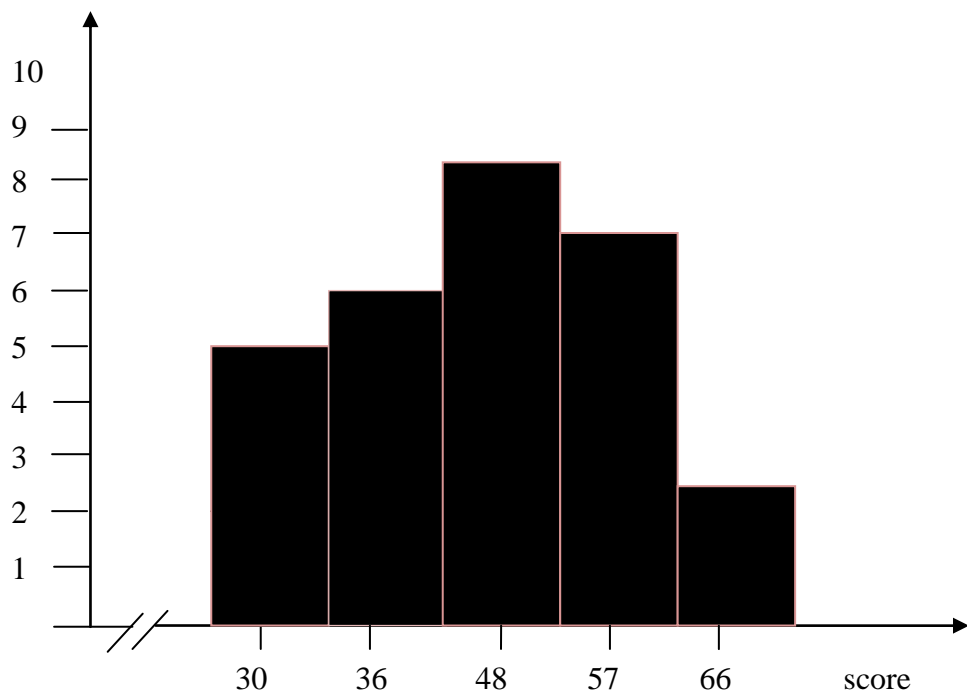


Figure.1 Students' Score in Experiment Class of Realia (Pre-Test)

Based on the figure above, the frequency of students' score from 26-34 was 5; 35 up to 43 was 6; 44 up to 52 was 8; 53 up to 61 was 7; 61 up to 70 was 2. The histogram shows that the highest interval (44-52) was 8 students, and the lowest interval (61-70) was 2 students.

b. Pre-test Score before Using Flashcard Media

The researcher gave the test to the students in experimental class is pre-test. Based on the students' answer in pre-test, the researcher has calculated the students' score. The total score of pre-test before using flashcard media was 1216 with highest score was 64 and lowest score was 20. The students mean score was 43.2, median was 40.5, modus was

41.6, range was 44, interval was 9, and standard deviation was 11.043 in appendix 7. Then, the researcher drawn the table sum in the following:

Table. 8 The Score of Experimental of Flashcard Class in Pre-test

Total	1216
Highest score	64
Lowest score	20
Mean	43.2
Median	40.5
Modus	41.6
Range	44
Interval	9
Standard deviation	11.043

The calculation of the frequency distribution of the students' score in pre test before using flashcard media can be applied into table frequency distribution as follow :

Table. 9 Frequency Distribution of Experimental Class of Flashcard (Pre test)

No	Interval	Mid-Point	F	Percentages
1	20 – 28	24	3	10.71%
2	29 – 37	33	5	17.85%
3	38 – 46	42	9	32.14%
4	47 – 55	51	6	21.42%
5	56 – 64	60	5	17.85%
Jumlah			28	100%

From the table above, it can be concluded that the most students are in interval 38– 46 (9 students/32.14%). The least of students is 20 – 28 (3 students/10,71%). Clear description of the data is presented in histogram on the following figure:

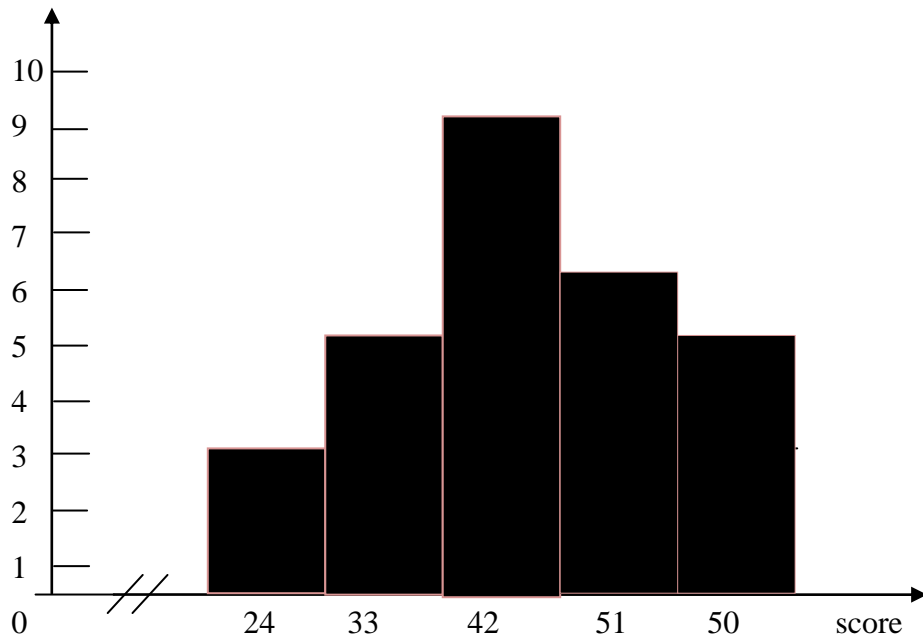


Figure.2 Students' Score in Experiment Class of flashcatrd (Pre-Test)

Based on the figure above, the frequency of students' score from 20 up to 28 was 3; 29 up to 37 was 5; 38 up to 46 was 9; 47 up to 55 was 7; 56 up to 64 was 5. The histogram shows that the highest interval (38-46) was 9 students, and the lowest interval (20-28) was 3 students.

2. Description of Data After Using Realia Media

a. Post-test Score After Using Realia Media

The researcher gave the post test to the students after using realia media. Based on the students' answer in pre-test, the researcher has calculated the students' score. The total score of post test after using realia media was 2206, with highest score was 96 and lowest score was 58. The students mean score was 76.5, median was 75.9, modus was 76.8, range was 38, interval

was 8, and standard deviation was 8.51 in appendix 9. Then, the researcher drawn the table sum in the following:

Table. 10 The Score of Experimental Class of Realia in Post-test

Total	2206
Highest score	96
Lowest score	58
Mean	76.5
Median	75.9
Modus	76.8
Range	38
Interval	8
Standard deviation	8.51

The calculation of the frequency distribution of the students' score in post test after using flashcard media can be applied into table frequency distribution as follow:

Table.11 Frequency Distribution of Experimental Class of Realia (Post-test)

No	Interval	Mid-Point	F	Percentages
1	58 – 65	61.5	2	7.14%
2	66 – 73	69.5	5	17.85%
3	74 – 81	77.5	10	35.71%
4	82 – 89	85.5	7	25%
5	90 – 97	93.5	4	14.28%
Jumlah			28	100%

From the table above, it can be concluded that the most students are in interval 74 – 81 (10 students/35.71%) The least of students is 56-65 (3 students/7.14%). Clear description of the data is presented in histogram on the following figure:

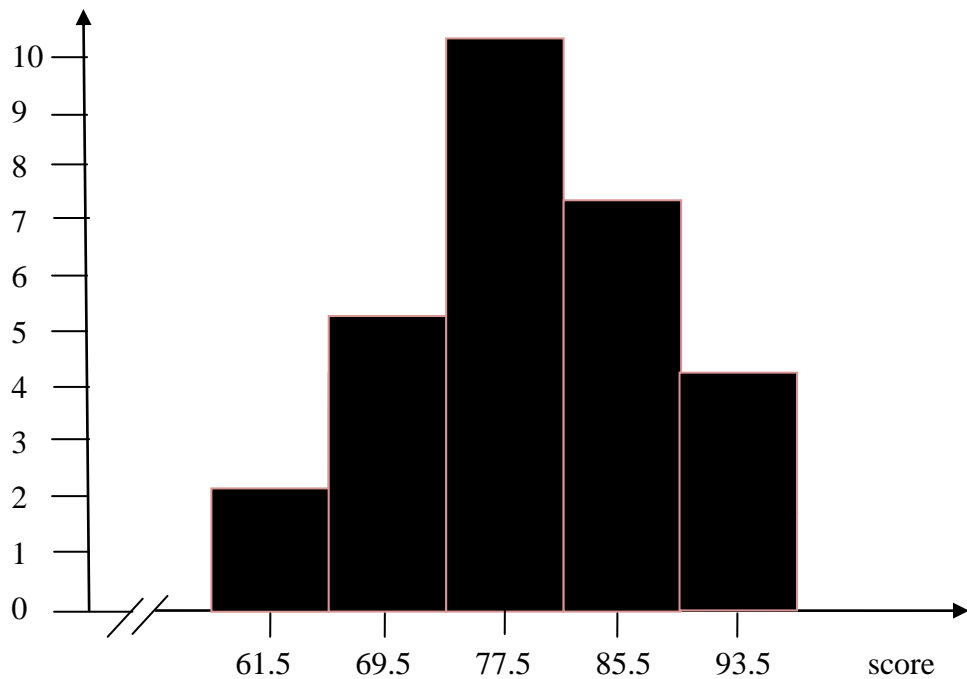


Figure.3 Students' Score in Experiment Class of Realia (Post-Test)

Based on the figure above, the frequency of students' score from 58 up to 65 was 2; 66 up to 73 was 5; 74 up to 81 was 10; 82 up to 89 was 7; 90 up to 97 was 4. The histogram shows that the highest interval (74-81) was 10 students, and the lowest interval (58-65) was 2 students.

b. Post-test Score After Using Flashcard Media

The researcher gave the post test to the students after using Flashcard media. Based on the students' answer in pre-test, the researcher has calculated the students' score. The total score of pre test after using flashcard was 1706 with highest score was 86 and lowest score was 48. The students mean score was 64.1, median was 69.5, modus was 68, range was 38 ,

interval was 9, and standard deviation was 9.83 in appendix 9. Then, the researcher drawn the table sum in the following:

Table.12 The Score of Experimental Class of Flashcard in Post-test

Total	1706
Highest score	86
Lowest score	48
Mean	64.1
Median	69.5
Modus	68
Range	38
Interval	9
Standard deviation	9.83

The calculation of the frequency distribution of the students' score in post test after using flashcard media can be applied into table frequency distribution as follow:

Table.13 Frequency Distribution of Experimental Class of Flashcard (Post-test)

No	Interval	Mid-Point	F	Percentages
1	48 – 56	52	3	10.71%
2	57 - 63	60	8	28.57%
3	64 - 70	67	9	32.14%
4	71 – 77	74	6	21.42%
5	78 – 86	82	2	7.14%
Jumlah			28	100%

From the table above, it can be concluded that the most students are in interval 64– 70 (9 students/32.14%). The least of students is 78-86(2 students/7.14%).

Clear description of the data is presented in histogram on the following

figure

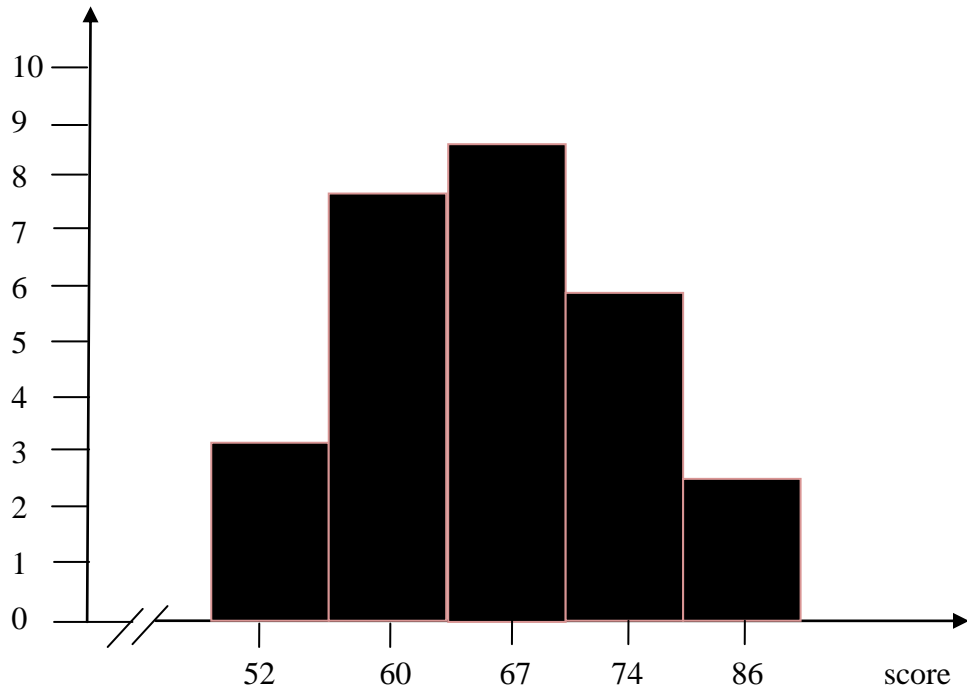


Figure.4 Students' Score in Experiment Class of flashcatrd (Post-Test)

Based on the figure above, the frequency of students' score from 48 up to 56 was 3; 57 up to 63 was 8; 64 up to 70 was 9; 71 up to 77 was 6; 78 up to 86 was 2. The histogram shows that the highest interval (64-70) was 9 students, and the lowest interval (78-86) was 2 students.

3. Description of Comparison Score of The Both of media in Pre-Test and Post Test

a. Comparison Score of Pre-test by Using Realia and Flashcard Media

In pre test, the researcher did not apply treatment to experimental and control class. By giving pre test to both of the classes, the researcher knew the students' ability in vocabulary mastery before gave a treatment.

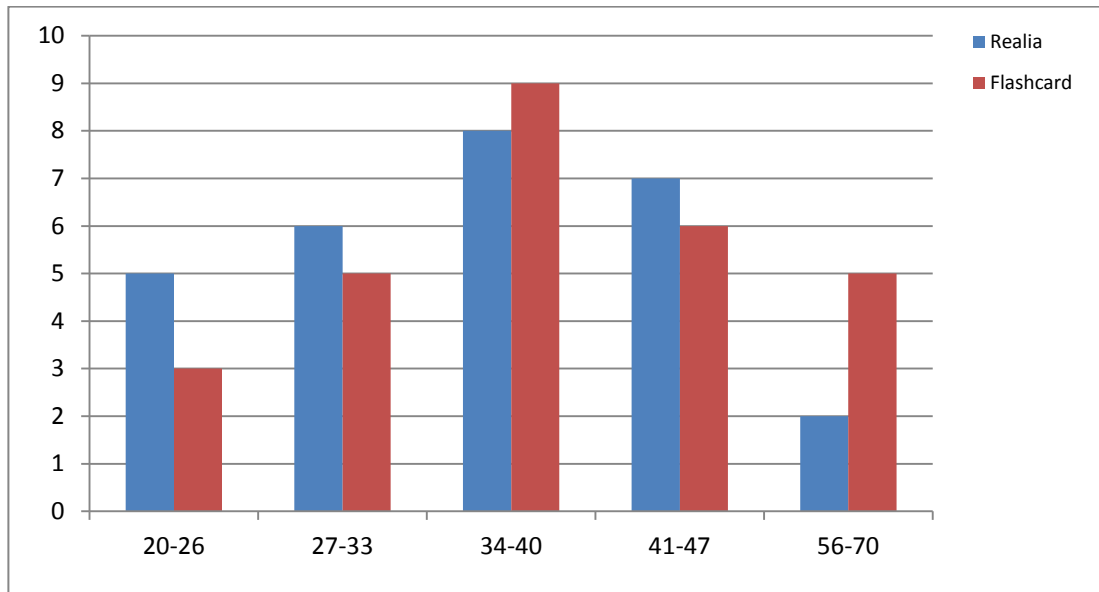
Based on the students result in pre test, the researcher has calculated the students' score and made a comparison score of students' vocabulary mastery before giving a treatment. Experimental class consisted of 28 students (VII-5) and experimental class also consisted of 28 students (VII-3). The comparison score of students result in pre test can be seen in the table below:

Table. 14 Comparison Score of Students Vocabulary Mastery Before Using Realia and Flashcard Media in Pre test

Frequency			
No	Interval	Realia	Flashcard
1	20 - 26	5	3
2	27 - 33	6	5
3	34 - 40	8	9
4	41 - 47	7	6
5	56 - 70	2	5

In order to get description of the data clearly and completely, the researcher presents it in histogram on the following figure:

FIGURE 5
Histogram of Comparison Score of Students Vocabulary Mastery in Pre test
(Experimental Class before Using Realia and Flashcard Media)



b. Comparison Score of Post-test by Using Realia and Flashcard Media

In post test, the researcher applied the treatment only to experimental class. By giving post test to both of the classes the researcher knew the differences between students' vocabulary mastery after gave a treatment.

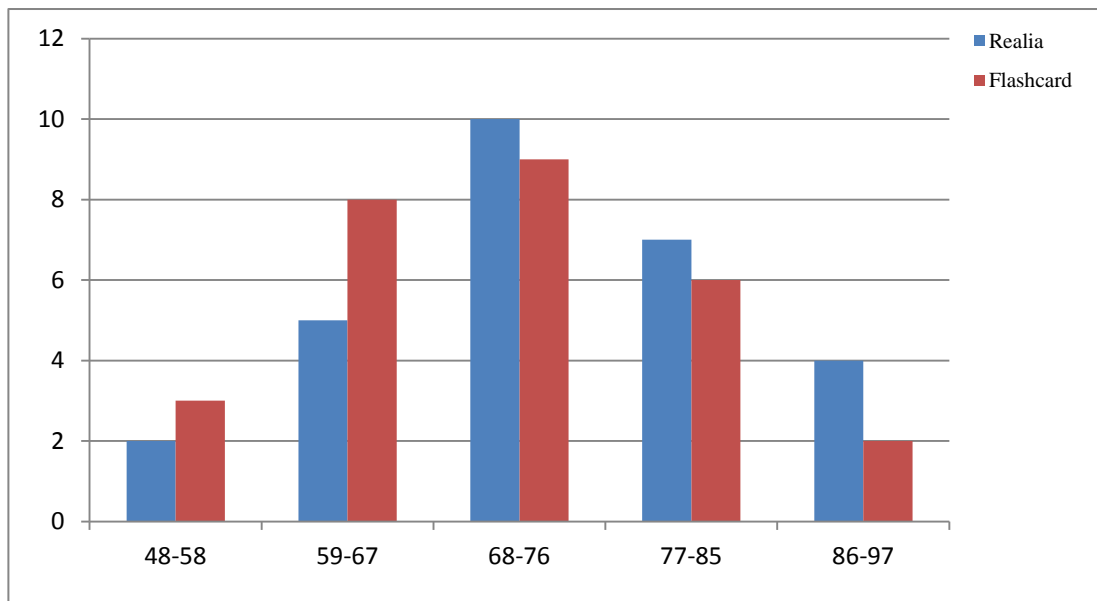
Based on the students result in post test, the researcher has calculated the students' score and made a comparison score of students' vocabulary mastery after giving a treatment. Experimental class by using realia consisted of 28 students (VII-5) and experimental class by using flashcard consisted of 28 students (VII-3). The comparison score of students result in post test can be seen in the table below:

Table.15 Comparison Score of Students Vocabulary Mastery After Using Realia and Flashcard Media in Post test

Frequency			
No	Interval	Realia	Flashcard
1	48 - 58	2	3
2	59 - 67	5	8
3	68 - 76	10	9
4	77 - 85	7	6
5	86 - 97	4	2

In order to get description of the data clearly and completely, the researcher presents it in histogram on the following figure:

FIGURE 6
Histogram of Comparison Score of Students Vocabulary Mastery in Post test (Experimental Class by Using Realia and Flashcard Media)



B. Testing of Hypothesis

Requirement Test.

Table.16 Normality and Homogeneity Data X and Data Y in Pre and Post Test

	Class	Normality Test		Homogeneity Test	
		t_{count}	t_{table}	f_{count}	f_{table}
Pre Test	Data X	5.14	9.488	1.343 < 2.000	
	Data Y	4.48	9.488		
Post Test	Data X	6.18	9.488	1.17 < 2.000	
	Data Y	2.2	9.488		

After calculating the data of pre test and post-test, researcher has found that pre test and post-test result of experimental in realia and flashcard are normal and homogenous. The data would be analyzed to prove the hypothesis. It used formula of t-test. The result of t-test was as follow:

Table.17 Result of T-test from the Both Averages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
0.818	2.000	4.804	2.000

The test hypothesis have two criteria. First, if $t_{count} < t_{table}$, H_0 is rejected. Second, $t_{count} > t_{table}$, H_a is accepted. Based on researcher calculation in pre test, researcher found that t_{count} 0.818 while t_{table} 2.000 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 28 + 28 - 2 = 54$. Cause $t_{count} < t_{table}$ (0.818 < 2.000), it means that hypothesis H_a was rejected and H_0 was accepted. So, in pre test, the two classes were same. There is no difference in

the both classes. But, in post test, researcher found that $t_{\text{count}} 4.804$ while $t_{\text{table}} 2.000$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 28 + 28 - 2 = 54$. Cause $t_{\text{count}} > t_{\text{table}} (4.804 > 2.000)$, it means that hypothesis H_a was accepted and H_0 was rejected. So, there was different average between realia and flashcard media

. In this case, the mean score of experimental class by using realia was 76.5 and mean score of experimental score that was taught by using flashcard was 68.1

The data would be analyzed to prove the hypothesis. It used formula of t-test. Hypothesis of the research was there was any significant differences between the ability of the grade VII students of SMP Negeri 5 Padangsidempuan in mastering vocabulary by using realia and flashcard media.” The calculation can be seen on the appendix 13 and 14.

$$Tt = \frac{M_1 - M_2}{\frac{n_1 - 1 s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$Tt = \frac{76.5 - 64.1}{\frac{28 - 1 \cdot 107.7 + (28 - 1)82.7}{28 + 28 - 2} \sqrt{\frac{1}{28} + \frac{1}{28}}}$$

$$Tt = \frac{12.4}{\frac{27 \cdot 107.7 + 27 \cdot (82.7)}{54} \sqrt{0.035 + 0.035}}$$

$$Tt = \frac{12.4}{\frac{2907.9 + 2232.9}{54} \sqrt{0.07}}$$

$$Tt = \frac{12.4}{\frac{5140.8}{54} \sqrt{0.07}}$$

$$Tt = \frac{12.4}{95.2 \cdot 0.07}$$

$$Tt = \frac{12.4}{6.664}$$

$$Tt = \frac{12.4}{2.581}$$

$$Tt = 4.804$$

Based on calculation above, it was found that $t_{\text{count}} = 3.062$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 28 + 28 - 2 = 54$, researcher found that $t_{\text{table}} = 2.000$, cause $t_{\text{count}} > t_{\text{table}}$ ($4.804 > 2.000$). It means that H_a was accepted, it means that there was a significant difference average between realia and flashcard. It can be concluded that there was a significant difference between the ability of the grade VII students of SMP Negeri 5 Padangsidempuan in mastering vocabulary by using realia and flashcard media.

C. Discussion

After did the research, the researcher discussed the result and compared it with result in research related findings: First, Maya Afrilisa Siregar, the title is “Teaching Vocabulary by Using Flashcard in The First Year Students of SMPN 7 Sukaharjo”. She found that the mean score using flashcard was 61.88 in pre test. Second, Indah Purnama Sari Siregar, the title is “A Comparative Study Between Crossword Puzzle to Increase Students’ Vocabulary Mastery”. She said that, using real object is better than crossword puzzle to increase students’ vocabulary mastery. Indah found that the mean score in pre test using real object was 62.27. Meanwhile, the researcher got mean score was 43.2 by using realia and mean score was 45.7 by using flashcard. It showed that the mean score was gotten by researcher more lower than among of them. It means, before using realia and flashcard media, students’ mean score was low for the researcher, the mean score of pre-test was under the standardization where the standardization mark is 75.

Then, for the post test. First, Maya Afrilisa Siregar, the title is “Teaching Vocabulary by Using Flashcard in The First Year Students of SMPN 7 Sukaharjo”. She found that the mean score using flashcard was 62.88 in post test. Second, Indah Purnama Sari Siregar, “A Comparative Study Between Crossword Puzzle to Increase Students’ Vocabulary Mastery” she said that, using real object is better than crossword puzzle to increase students’ vocabulary mastery. Indah found that the mean score in post test using real object was

73.55. Meanwhile, the researcher got mean score was 76.5 by using realia and mean score was 64.1 by using flashcard. It means that, the researcher got the mean score for experimental class after using realia and flashcard and it was the highest score among the related findings.

From the description, it can be seen that the highest mean score of post-test after using realia and flashcard was gotten by the researcher where the mean score of post-test was 76.5 for realia and flashcard was 64.1. So, among the mean scores of post-test, the mean scores have increased than pre-test.

Based on the result, the researcher has got the significant differences of realia and flashcard, so have the researchers who mentioned in related finding. First, Maya Afrilisa Siregar, she found the critical value on the t-table using the 5% (0.05) alpha level significance and the degree of freedom is 2.00 and the result of t-test was higher than t-table (**2.35 > 2.00**) in post test. Second, Indah Purnama Sari Siregar, she said that, using real object is better than crossword puzzle to increase students' vocabulary mastery. Indah found that the value of ttable in the significance level of (5%, df = 0.975, 39) is 2.02 and in the significant level of (1%, df = 0.995, 39) is 2.70 and the value of to 3.48. Thus, it can be summarized that to $\geq t$ (**3.48 > 2.70**). Meanwhile, the researcher got $t_{\text{count}} = 4.804$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 28 + 28 - 2 = 54$, reseacher found that $t_{\text{table}} = 2.000$, cause $t_{\text{count}} > t_{\text{table}}$ (**4.804 > 2.000**) in post test.

Beside that, the researcher also found that t_0 is higher than t_t where t_0 was 4.808 and t_t was 2.000 ($4.808 > 2.000$). Where, the researcher result of t-test of realia was the highest among the related findings result. So, the result of t-test after using realia media more higher than the result t-test of related findings. It can be seen that among the researches, by using of realia gave effect to students' vocabulary mastery especially at grade VII SMP N 5 Padangsidimpuan where it is suitable with the theory from Jones stated that, real things can help students learn especially in learning vocabulary.

Based on explanation above it was proved that this research about realia and flashcard was rather same with the other research and showed that the both of media have an important role in increasing learning process especially in mastering vocabulary. Then, the researcher hopes that realia and flashcard are good media in teaching and learning vocabulary mastery. But, the focus of the researcher here is in comparing those 2 media, realia and flashcard, which one is better to be applied in vocabulary mastery. So that, the researcher interested to make the research about "*A Comparative Study between Realia and Flashcard Media in Vocabulary Mastery at Grade VII Students of SMP Negeri 5 Padangsidimpuan*". Then, the result was the realia media is better than flashcard media. It is proved by the mean score of flashcard media is lower than mean score of realia media.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After getting the result of research work, the research came to describe the data as follows:

1. The result of vocabulary mastery in realia the grade VII-5 students of SMP Negeri 5 Padangsidempuan was “low” getting mean score in post test were 76.5.
2. The result of vocabulary mastery in flashcard the grade VII-3 students of SMP Negeri 5 Padangsidempuan was “low” getting mean score in post test were 64.1
3. Based on calculation of testing hypothesis, it was found that $t_{count} = 4.804$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 28 + 28 - 2 = 54$, reseacher found that $t_{table} = 2.000$, cause $t_{count} > t_{table}$ ($4.804 > 2.000$) in post test. It means that H_a was accepted, it means that there was a significant difference average between realia and flashcard. It can be concluded that there was a significant differences between the ability of the grade VII students of SMP Negeri 5 Padangsidempuan in mastering vocabulary by using realia and flashcard media. From the result of mean score between both of realia and flashcard, it can be said that vocabulary mastery in using realia media was better than vocabulary mastery in using flashcard media.

B. Suggestion

Here, the researcher gave information as follows:

1. Education of English can support all English teachers to teach well and provide media for students in learning process. By media also as the important one to make students will be easier to learn the subject
2. English teachers can apply English lesson with adjust the appropriate media. By media students can more understanding and comfortable when studying, such as; using realia and flashcard media.
3. Other researchers, the researcher hopes that the others researchers who want to conduct a research related to this research to find the others media of vocabulary mastery in order to motivate readers more critics and consider whatever they read.

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Appendix I

Experiment Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah : SMP Negeri 5 Padangsidempuan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII- 3/ I (Ganjil)
Tema : Vocabulary (*Part of Body, Things in The Classroom, and Fruits*).
Alokasi Waktu : 2 x 45 menit

Standar Kompetensi

- Memahami instruksi sederhana terhadap kosakata yang dipraktekkan dengan media gambar (*flashcard*)

Kompetensi Dasar

- Merespon instruksi sederhana terhadap kosakata yang dipraktekkan dengan media gambar (*flashcard*)

Indikator :

- a. Mengidentifikasi, menyebutkan, menuliskan nama-nama *part of body, things in the classroom, and fruits* yang diberikan oleh guru.

Tujuan pembelajaran :

- a. Siswa dapat mengidentifikasi, menyebutkan, menuliskan *part of body, things in the classroom, and fruits* yang diberikan oleh guru.

Metode/strategi pembelajaran : Group work

Materi Pembelajaran : *part of body, things in the classroom, and fruits.*

Langkah-langkah pembelajaran :

a. Kegiatan Pendahuluan

1. Merespon salam dan tegur sapa yang disampaikan oleh guru.
2. Merespon pemeriksaan kehadiran yang dilakukan oleh guru.
3. Mempersiapkan media pembelajaran: gambar

4. Menyimak penjelasan guru tentang tujuan pembelajaran hari yaitu tentang *part of body, things in the classsroom, and fruits*.

b. Kegiatan Inti

1. Menyimak arahan guru.
2. Guru meminta siswa agar duduk secara berkelompok dengan nyaman.
3. Guru membangun pengetahuan siswa mengenai topik materi dengan memberikan pertanyaan pembuka.
4. Guru menyusun dan menunjukkan gambar *flashcard* tentang *part of body, things in the classsroom, and fruits* di depan kelas.
5. Dengan menggunakan media gambar (*flashcard*) tersebut, guru mempresentasikan gambar *flashcard* pertama sampai *flashcard* terakhir untuk materi *part of body, things in the classsroom, and fruits*.
6. Setelah guru selesai mempresentasikan seluruh kosakata, guru menyuruh siswa untuk menyebutkan atau mengucapkan kosakata yang diacak satu-persatu dengan pengucapan yang tepat dan benar. Jika siswa salah dalam mengucapkan kata, guru akan segera mengoreksinya.

c. Kegiatan Penutup

1. Melakukan refleksi pembelajaran (kesan, manfaat yg siswa peroleh dan kesulitan yang siswa hadapi) dipandu oleh guru.
2. Memberikan motivasi kepada siswa berdasarkan nilai-nilai moral yang terdapat dalam hasil karangan siswa.
3. Menyimak komentar dan arahan guru untuk pertemuan berikutnya.
4. Merespon salam penutup yang disampaikan oleh guru.

Media dan sumber pembelajaran :

- a. Media Pembelajaran : Flashcard media
- b. Sumber pembelajaran : English for Junior High School student, Grade VIII, Joko Priyana, dkk., Jakarta: Pusat Pembukuan: Departemen Pendidikan Nasional, 2006.

Penilaian :

Indikator pencapaian kompetensi	Teknik penilaian	Bentuk instrument	Instrument soal
1. Mengidentifikasi nama bagian-bagian tubuh 2. Mengidentifikasi nama benda-benda di dalam kelas 3. Mengidentifikasi nama buah-buahan	Tes tulisan	Multiple choice	Memilih jawaban yang sesuai dengan petunjuk soal

Jumlah soal keseluruhan adalah 50.

Jumlah skor maksimal keseluruhan adalah 100.

Setiap jawaban yang benar diberi skor 2.

Jumlah skor keseluruhan $2 \times 50 = 100$.

Validator, **Padangsidempuan,** **2017**
Researcher,

Sojuangon Rambe S.S.,M.Pd
NIP.19790815 2000604 1 003

Dian Adella Pane
NIM : 13 340 0007

Appendix II

Experiment Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah : SMP Negeri 5 Padangsidempuan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII- 5/ I (Ganjil)
Tema : Vocabulary (*Part of Body, Things in The Classsroom, and Fruits*).
Alokasi Waktu : 2 x 45 menit

Standar Kompetensi

- Memahami instruksi sederhana terhadap kosakata yang dipraktekkan dengan media asli (*realia/ using real object*)

Kompetensi Dasar

- Merespon instruksi sederhana terhadap kosakata yang dipraktekkan dengan media asli (*realia/ using real object*)

Indikator :

- b. Mengidentifikasi, menyebutkan, menuliskan *part of body, things in the classsroom, and fruit* yang diberikan oleh guru.

Tujuan pembelajaran :

- b. Siswa dapat mengidentifikasi, menyebutkan, menuliskan *part of body, things in the classsroom, and fruits* yang diberikan oleh guru.

Metode/strategi pembelajaran : Group work

Materi Pembelajaran : *part of body, things in the classsroom, and fruits*

Langkah-langkah pembelajaran :

d. Kegiatan Pendahuluan

5. Merespon salam dan tegur sapa yang disampaikan oleh guru.
6. Merespon pemeriksaan kehadiran yang dilakukan oleh guru.

7. Mempersiapkan media pembelajaran: media asli (*realia/ using real object*)
8. Menyimak penjelasan guru tentang tujuan pembelajaran hari yaitu tentang *part of body, things in the classsroom, and fruits*.

e. Kegiatan Inti

7. Menyimak arahan guru.
8. Guru membangun pengetahuan siswa mengenai topik materi dengan memberikan pertanyaan pembuka.
9. Guru menunjukkan media asli (*realia/ using real object*) tentang *part of body, things in the classsroom, and fruits* di depan kelas.
10. Dengan menggunakan media asli (*realia/ using real object*) tersebut, guru mempresentasikan gambar tersebut untuk materi *part of body, things in the classsroom, and fruit*). Dengan menggunakan media asli (*realia/ using real object*) yang digunakan oleh guru, kemudian guru menyebutkan satu-persatu kosakata tersebut. Setelah itu, guru menuliskan kosakata tersebut.
11. Setelah selesai mempresentasikan seluruh kosakata. Guru menyuruh siswa untuk menyebutkan atau mengucapkan kosakata yang diacak satu-persatu dengan media yang digunakan. Jika siswa salah dalam mengucapkan kata, guru akan segera mengoreksinya.

f. Kegiatan Penutup

1. Melakukan refleksi pembelajaran (kesan, manfaat yg siswa peroleh dan kesulitan yang siswa hadapi) dipandu oleh guru.
2. Memberikan motivasi kepada siswa berdasarkan nilai-nilai moral yang terdapat dalam hasil karangan siswa.
3. Menyimak komentar dan arahan guru untuk pertemuan berikutnya.
4. Merespon salam penutup yang disampaikan oleh guru.

Media dan sumber pembelajaran :

- c. Media Pembelajaran : media asli (*realia/ using real object*)
- d. Sumber pembelajaran : English for Junior High School student, Grade VIII, Joko Priyana, dkk., Jakarta:

Pusat Pembukuan: Departemen Pendidikan
Nasional, 2006.

Penilaian

:

Indikator pencapaian kompetensi	Teknik penilaian	Bentuk instrument	Instrument soal
4. Mengidentifikasi nama bagian-bagian tubuh 5. Mengidentifikasi nama benda-benda di dalam kelas 6. Mengidentifikasi nama buah-buahan	Tes tulisan	Multiple choice	Memilih jawaban yang sesuai dengan petunjuk soal

Jumlah soal keseluruhan adalah 50.

Jumlah skor maksimal keseluruhan adalah 100.

Setiap jawaban yang benar diberi skor 2.

Jumlah skor keseluruhan $2 \times 50 = 100$.

Padangsidimpuan,

2017

Validator,

Researcher,

Sojuangon Rambe S.S.,M.Pd
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Appendix III

INSTUMENTS FOR PRE-TEST

Name :

Class :

Answer the questions below by giving cross (X) in the correct answer!

1. You have two of these on your body, each with five fingers. It is called by.....
 - a. Thumbs
 - b. Hands
 - c. Elbows
 - d. Feet/ legs
2. What is the meaning of “fingers”?
 - a. Tangan
 - b. Lengan
 - c. siku
 - d. jari-jari
3. What do we use when we walk?
 - a. Hands
 - b. Stomache
 - c. Eyes
 - d. Legs/ feet
4. What do we call “dahi” in English ?
 - a. forehead
 - b. ears
 - c. teeth
 - d. arm
5. If we want to cut something when we eat, we use:
 - a. Head

- b. Nose
 - c. Teeth
 - d. Arm
6. What do we use for seeing the beautiful scenery?
- a. Two ears
 - b. Eyes
 - c. Check
 - d. Chin
7. What does “nose” mean ?
- a. mulut
 - b. mata
 - c. hidung
 - d. telinga
8. What do we use for thinking?
- a. Shoulder
 - b. Brain
 - c. Tongue
 - d. Head
9. What do we call “dagu” in English ?
- a. Eyes
 - b. Mouth
 - c. Chin
 - d. Neck
10. What do we use for tasting, like; sour, sweet, bitter, and etc?
- a. Lip
 - b. Tongue
 - c. Mouth
 - d. Eyes
11. What do we call “lemari” in English ?
- a. Blackboard
 - b. Cupboard

- c. Wadrobe
 - d. Table
12. The color are red and white. They are called by.....flag
- a. Indonesian Flag
 - b. American Flag
 - c. Japanese Flag
 - d. Chinese Flag
13. If we want to travel in the world. What do we use and see?
- a. Whiteboard
 - b. Map
 - c. Book
 - d. Compass (jangka)
14. What is the meaning of “ruler”?
- a. penghapus
 - b. Penggaris
 - c. pena
 - d. buku
15. The students usually put their book after finishing the study in the.....
- a. School bag
 - b. Table
 - c. Cupboard
 - d. School
16. A tool for drawing nice something with color, we need.....
- a. Pen
 - b. Chalk
 - c. Drawing book and crayon pencil
 - d. Pencil
17. A tool for making pencil to be sharp, we need.....
- a. Pen
 - b. Eraser
 - c. Pencil sharpener

- d. Book
18. A place for saving literation book. It is called by.....
- a. Book rack/ mini library
 - b. Pencil case
 - c. Bag
 - d. Table
19. What do we call “kapur” in English?
- a. Pen
 - b. Eraser
 - c. Chalk
 - d. Chair
20. A tool for saving pen, eraser, pencil, pencil sharpener. It is called by.....
- a. Book rack
 - b. Chair
 - c. Pencil case
 - d. Map
21. The color is yellow and sour, it also can reduce for body fat. It is called by.....
- a. Durian
 - b. Banana
 - c. Lemon
 - d. Apple
22. What does “starfruit” mean ?
- a. Pisang
 - b. Jeruk
 - c. melon
 - d. belimbing
23. The color is yellow, and it is contain vitamin C. It is called by.....
- a. Grapes

- b. Orange
 - c. Watermelon
 - d. Coconut
24. The color is black and it has thorns to peel it. So, what do we call?
- a. Salacca
 - b. Pear
 - c. Sapodilla
 - d. Tomato
25. What do we call “semangka” in English ?
- a. Pear
 - b. Apple
 - c. Papaya
 - d. Jack fruit
26. What is the meaning of “shoulder” in Indonesia?
- a. Kepala
 - b. Telinga
 - c. Bahu
 - d. Tangan
27. What do we call “pergelangan tangan” in English?
- a. Arm
 - b. Chin
 - c. Check
 - d. Lip
28. What does “jendela” in English?
- a. Window
 - b. door
 - c. Fan
 - d. floor
29. What is the meaning of “sapu”?
- a. garbage
 - b. bucket

- c. broom
 - d. brush
30. What does “map” mean?
- a. penunjuk arah
 - b. peta
 - c. globe
 - d. jangka
31. What is the meaning “jam dinding” in English?
- a. cupboard
 - b. blackboard
 - c. watch
 - d. whiteboard
32. What do we call “bibir” in English?
- a. tongue
 - b. heart
 - c. lip
 - d. mouth
33. What does “knee” mean?
- a. kaki
 - b. tangan
 - c. arm
 - d. lutut
34. What is the meaning of “garbage”?
- a. tempat sampah
 - b. meja belajar
 - c. ruangan kelas
 - d. tempat perlengkapan sekolah
35. What is the meaning of “Anggur” in English?
- a. Jackfruit
 - b. Guava
 - c. Grapes

- d. star fruit
36. What do we call “sawo” in English?
- a. daragon fruit
 - b. star fruit
 - c. jack fruit
 - d. sapodilla
37. What does “avocado” mean?
- a. salak
 - b. alpukat
 - c. nenas
 - d. strawberry
38. What is the meaning of “kelapa”?
- a. melon
 - b. coconut
 - c. pineapple
 - d. orange
39. What does “pineapple” mean?
- a. nenas
 - b. mangga
 - c. apel
 - d. sirsak
40. What does “manggosten” mean?
- a. mangga
 - b. manggis
 - c. melon
 - d. markisa
41. It can be fruit, and sometimes it can be vegetable. The rabbit also like it.
What do we call?
- a. grapes

- b. star fruit
 - c. orange
 - d. carrot
42. The monkey likes the fruit. The color of fruit is yellow. What is it...?
- a. watermelon
 - b. guava
 - c. banana
 - d. jack fruit
43. The color is yellow, but inside is orange. It is called by.....
- a. pear
 - b. apple
 - c. papaya
 - d, sirsak
44. The color is red. It can be used for healthy eyes and for mask. It can used for sambal. It is called by.....
- a. dragon fruit
 - b. tomato
 - c. carrot
 - d. salacca
45. What do we use for smelling?
- a. nose
 - b. eyes
 - c. hands
 - d. hair
46. If we wear necklace, we put on our.....
- a. mouth
 - b. neck
 - c. chin
 - d. lip
47. Princess has straight and curly.....
- a. head

- b. face
 - c. hair
 - d. teeth
48. King has handsome.....
- a. nose
 - b. cheek
 - c. face
 - d. feet
49. How many fingers hand do we have?
- a. two fingers
 - b. ten fingers
 - c. five fingers
 - d. eight fingers
50. What do we need to make straight line?
- a. book
 - b. pencil sharpener
 - c. ruler
 - d. compass

Padangsidimpuan,

2017

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Researcher,

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Appendix IV

INSTUMENTS FOR POST-TEST

Name :

Class :

Answer the questions below by giving cross (X) in the correct answer!

51. What do we use for smelling?
- a. nose
 - b. eyes
 - c. hands
 - d. hair
52. If we wear necklace, we put on our.....
- a. mouth
 - b. neck
 - c. chin
 - d. lip
53. Princess has straight and curly.....
- a. head
 - b. face
 - c. hair
 - d. teeth
54. King has handsome.....
- a. nose
 - b. cheek
 - c. face
 - d. feet
55. How many fingers hand do we have?
- a. two fingers
 - b. ten fingers
 - c. five fingers
 - d. eight fingers

56. What do we call “bibir” in English?
- a. tongue
 - b. heart
 - c. lip
 - d. mouth
57. What does “knee” mean?
- a. kaki
 - b. tangan
 - c. arm
 - d. lutut
58. What is the meaning of “shoulder” in Indonesia?
- a. Kepala
 - b. Telinga
 - c. Bahu
 - d. Tangan
59. What do we call “pergelangan tangan” in English?
- a. Arm
 - b. Chin
 - c. Check
 - d. Lip
60. What do we need to make straight line?
- a. book
 - b. pencil sharpener
 - c. ruler
 - d. compass
61. What is the meaning of “Anggur” in English?
- a. Jackfruit
 - b. Guava
 - c. Grapes
 - d. star fruit

62. What do we call “sawo” in English?
- a. daragon fruit
 - b. star fruit
 - c. jack fruit
 - d. sapodilla
63. What does “avocado” mean?
- a. salak
 - b. alpukat
 - c. nenas
 - d. strawberry
64. What is the meaning of “kelapa”?
- a. melon
 - b. coconut
 - c. pineapple
 - d. orange
65. What does “pineapple” mean?
- a. nenas
 - b. mangga
 - c. apel
 - d. sirsak
66. What does “manggosten” mean?
- a. mangga
 - b. manggis
 - c. melon
 - d. markisa
67. What is the meaning of “garbage”?
- a. tempat sampah
 - b. meja belajar
 - c. ruangan kelas
 - d. tempat perlengkapan sekolah

68. The color are red and white. They are called by.....flag
- e. Indonesian Flag
 - f. American Flag
 - g. Japanese Flag
 - h. Chinese Flag
69. If we want to travel in the world. What do we use and see?
- e. Whiteboard
 - f. Map
 - g. Book
 - h. Compass (jangka)
70. What is the meaning of “ruler”?
- e. penghapus
 - f. Penggaris
 - g. pena
 - h. buku
71. The students usually put their book after finishing the study in the.....
- e. School bag
 - f. Table
 - g. Cupboard
 - h. School
72. A tool for drawing nice something with color, we need.....
- e. Pen
 - f. Chalk
 - g. Drawing book and crayon pencil
 - h. Pencil
73. A tool for making pencil to be sharp, we need.....
- e. Pen
 - f. Eraser
 - g. Pencil sharpener
 - h. Book

74. A place for saving literature book. It is called by.....
- e. Book rack/ mini library
 - f. Pencil case
 - g. Bag
 - h. Table
75. You have two of these on your body, each with five fingers. It is called by.....
- e. Thumbs
 - f. Hands
 - g. Elbows
 - h. Feet/ legs
76. What is the meaning of “fingers”?
- e. Tangan
 - f. Lengan
 - g. siku
 - h. jari-jari
77. What do we use when we walk?
- e. Hands
 - f. Stomache
 - g. Eyes
 - h. Legs/ feet
78. What do we call “dahi” in English ?
- e. forehead
 - f. ears
 - g. teeth
 - h. arm
79. If we want to cut something when we eat, we use:
- e. Head
 - f. Nose
 - g. Teeth
 - h. Arm

80. What do we use for seeing the beautiful scenery?

- e. Two ears
- f. Eyes
- g. Check
- h. Chin

81. What does “nose” mean ?

- e. mulut
- f. mata
- g. hidung
- h. telinga

82. What do we use for thinking?

- e. Shoulder
- f. Brain
- g. Tongue
- h. Head

83. What do we call “dagu” in English ?

- e. Eyes
- f. Mouth
- g. Chin
- h. Neck

84. What do we use for tasting, like; sour, sweet, bitter, and etc?

- e. Lip
- f. Tongue
- g. Mouth
- h. Eyes

85. What do we call “lemari” in English ?

- e. Blackboard
- f. Cupboard
- g. Wadrobe
- h. Table

86. What do we call “kapur” in English?
- e. Pen
 - f. Eraser
 - g. Chalk
 - h. Chair
87. A tool for saving pen, eraser, pencil, pencil sharpener. It is called by.....
- e. Book rack
 - f. Chair
 - g. Pencil case
 - h. Map
88. The color is yellow and sour, it also can reduce for body fat. It is called by.....
- e. Durian
 - f. Banana
 - g. Lemon
 - h. Apple
89. What does “starfruit” mean ?
- e. Pisang
 - f. Jeruk
 - g. melon
 - h. belimbing
90. The color is yellow, and it is contain vitamin C. It is called by.....
- e. Grapes
 - f. Orange
 - g. Watermelon
 - h. Coconut
91. The color is black and it has thorns to peel it. So, what do we call?
- e. Salacca
 - f. Pear

- g. Sapodilla
- h. Tomato

92. What do we call “semangka” in English ?

- e. Pear
- f. Apple
- g. Papaya
- h. Jack fruit

93. What does “jendela” in English?

- a. Window
- b. door
- c. Fan
- d. floor

94. What is the meaning of “sapu”?

- a. garbage
- b. bucket
- c. broom
- d. brush

95. What does “map” mean?

- a. penunjuk arah
- b. peta
- c. globe
- d. jangka

96. What is the meaning “jam dinding” in English?

- a. cupboard
- b. blackboard
- c. watch
- d. whiteboard

97. It can be fruit, and sometimes it can be vegetable. The rabbit also like it.

What do we call?

- a. grapes

- b. star fruit
 - c. orange
 - d. carrot
98. The monkey likes the fruit. The color of fruit is yellow. What is it...?
- a. watermelon
 - b. guava
 - c. banana
 - d. jack fruit
99. The color is yellow, but inside is orange. It is called by.....
- a. pear
 - b. apple
 - c. papaya
 - d, sirsak
100. The color is red. It can be used for healthy eyes and for mask. It can used for sambal. It is called by.....
- a. dragon fruit
 - b. tomato
 - c. carrot
 - d. salacca

Padangsidimpuan,

2017

Validator,

Researcher,

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APPENDIX V

THE RESULT PRE TEST AND POST TEST EXPERIMENTAL CLASS BY USING REALIA MEDIA

A. The Result of VII-5 Test (Experimental Class by Using Realia Media)

NO	NAMA	NILAI	
		PRE TEST	POST TEST
1	AZA	58	82
2	ATS	34	72
3	AF	40	62
4	AM	58	64
5	AP	76	80
6	AN	68	96
7	AA	58	80
8	BR	26	70
9	DP	56	80
10	DD	66	86
11	FR	82	88
12	FD	46	62
13	HI	58	80
14	HY	44	60
15	HM	68	90
16	IA	40	58
17	JE	64	76
18	JH	54	80

19	LL	66	90
20	MSH	76	90
21	MAZ	50	80
22	RW	42	74
23	RA	80	86
24	R	64	74
25	SA	62	84
26	SP	60	86
27	WSH	52	92
28	ZA	66	84
	TOTAL	1614	2206

Appendix IX

VOCABULARY MASTERY OF REALIA IN POST TEST

1. Maximal and minimum core were gotten by setting the variable score from low score to high score.

58	60	62	62	64	70	72	74	74	76
80	80	80	80	80	80	82	84	84	86
86	86	88	90	90	90	92	96		

2. High Score = 96

Low Score = 58

3. Range = High – Low

$$= 96 - 58$$

$$= 38$$

4. Total of Classes = $1 + 3,3 \log (n)$

$$= 1 + 3,3 \log (28)$$

$$= 1 + 3,3 (1.4)$$

$$= 1 + 4.62$$

$$= 5.62 / 5$$

5. Length of Classes = $\frac{range}{totalofclass} = \frac{38}{5} = 7.6=8$

6. Mean

No	Class Interval	F	X	FX	F _{kb}	F _{ka}
1.	58 – 65	2	61.5	123	28= N	2
2.	66 – 73	5	69.5	340	26	7
3.	74 – 81	10	77.5	750	21	17
4.	82 – 89	7	85.5	574	11	24
5.	90 – 97	4	93.5	356	4	28= N
Total		28		2143		

Mean (X)

$$X = \frac{FX}{F}$$

$$= \frac{2143}{28}$$

$$= 76.5$$

7. Median

No	Class Interval	F	X	FX	F _{kb}	F _{ka}
1.	58 – 65	2	61.5	123	28= N	2
2.	66 – 73	5	69.5	340	26	7
3.	74 – 81	10	77.5	750	21	17
4.	82 – 89	7	85.5	574	11	24
5.	90 – 97	4	93.5	356	4	28= N
Total		28		2143		

$$Me = \ell + \frac{\frac{1}{2}n - f_{kb}}{f_i} \times i$$

$$\ell = 73.5 \qquad i = 8$$

$$f_i = 10 \qquad F_{kb} = 11$$

$$\frac{1}{2}n = 14$$

$$Me = \ell + \frac{\frac{1}{2}n - f_{kb}}{f_i} \times i$$

$$Me = 73.5 + \frac{14 - 11}{10} \times 8$$

$$= 73.5 + \left(\frac{3}{10}\right) \times 8$$

$$= 73.5 + 2.4$$

$$= 75.9$$

8. Modus

No	Class Interval	F	X	FX	F _{kb}	F _{ka}
1.	58 – 65	2	61.5	123	28= N	2
2.	66 – 73	5	69.5	340	26	7
3.	74 – 81	10	77.5	750	21	17
4.	82 – 89	7	85.5	574	11	24
5.	90 – 97	4	93.5	356	4	28= N
Total		28		2143		

$$Mo = l + \frac{fa}{fa+fb} \times i$$

$$l = 73.5 \quad i = 8$$

$$fa = 5 \quad fb = 7$$

$$Mo = l + \frac{fa}{fa+fb} \times i$$

$$= 73.5 + \frac{5}{5+7} \times 8$$

$$= 73.5 + 3.3$$

$$= 76.8$$

9. Standar Deviation

No	Class Interval	F	X	x'	fx'	x' ²	fx' ²
1.	58 – 65	2	61.5	+2	4	4	8
2.	66 – 73	5	69.5	+1	5	1	5
3.	74 – 81	10	77.5	0	0	0	0
4.	82 – 89	7	85.5	-1	-7	1	7
5.	90 – 97	4	93.5	-2	-8	4	16
Total		28			-6		36

$$SD_t = i \sqrt{\frac{fx'^2}{n} - \left(\frac{fx'}{n}\right)^2}$$

$$= 8 \sqrt{\frac{36}{28} - \left(\frac{-6}{28}\right)^2}$$

$$= 8 \sqrt{1.285 - 0.03^2}$$

$$= 8 \sqrt{1.179 - 0.045}$$

$$= 8 \sqrt{1.134}$$

$$= 8 \times 1.064$$

$$= 8.51$$

VOCABULARY MASTERY OF FLASHCARD IN POST TEST

1. Maximal and minimum core were gotten by setting the variable score from low score to high score.

48	50	50	60	60	60	60	60	60	60
62	64	66	68	68	68	70	70	70	70
74	74	74	74	76	76	80	86		

2. High Score = 86
3. Low Score = 48
4. Range = High – Low
= 86 – 48
= 38
5. Total of classes = $1 + 3,3 \log (n)$
= $1 + 3,3 \log (28)$
= $1 + 3,3 (1.4)$
= $1 + 4.62$
= $5.62 / 5$
6. Length of classes (i) = $\frac{range}{total\ of\ class} = \frac{38}{5} = 7.6 = 8$

7. Mean

No	Class Interval	F	X	FX	F _{kb}	F _{ka}
1.	48 – 56	3	52	104	28= N	3
2.	57 - 63	8	60	480	25	11
3.	64 - 70	9	67	603	17	20
4.	71 – 77	6	74	444	8	26
5.	78 – 86	2	82	164	2	28= N
Total		28		1795		

Mean (X)

$$\begin{aligned}
 X &= \frac{FX}{F} \\
 &= \frac{1795}{28} \\
 &= 64.1
 \end{aligned}$$

8. Median

No	Class Interval	F	X	FX	F _{kb}	F _{ka}
1.	48 – 56	3	52	104	28= N	3
2.	57 - 63	8	60	480	25	11
3.	64 - 70	9	67	603	17	20
4.	71 – 77	6	74	444	8	26
5.	78 – 86	2	82	164	2	28= N
Total		28		1795		

$$Me = \ell + \frac{\frac{1}{2}n - f_{kb}}{f_i} \times i$$

$$\ell = 63.5 \qquad i = 9$$

$$f_i = 9 \qquad F_{kb} = 8$$

$$\frac{1}{2}n = 14$$

$$Me = \ell + \frac{\frac{1}{2}n - f_{kb}}{f_i} \times i$$

$$Me = 63.5 + \frac{14-8}{9} \times 9$$

$$= 63.5 + \left(\frac{6}{9}\right) \times 9$$

$$= 63.5 + 6$$

$$= 69.5$$

9. Modus

No	Class Interval	F	X	FX	F _{kb}	F _{ka}
1.	48 – 56	3	52	104	28= N	3
2.	57 - 63	8	60	480	25	11
3.	64 - 70	9	67	603	17	20
4.	71 – 77	6	74	444	8	26
5.	78 – 86	2	82	164	2	28= N
Total		28		1795		

$$Mo = \ell + \frac{f_a}{f_a + f_b} \times i$$

$$l = 63.5 \qquad i = 9$$

$$fa = 8$$

$$fb = 8$$

$$\begin{aligned} Mo &= l + \frac{fa}{fa+fb} \times i \\ &= 63.5 + \frac{8}{8+8} \times 9 \\ &= 63.5 + 4.5 \\ &= 68 \end{aligned}$$

10. Standard Deviation

No	Class Interval	F	X	x'	fx'	x' ²	fx' ²
1.	48 - 56	3	52	+2	6	4	12
2.	57 - 63	8	60	+1	8	1	8
3.	64 - 70	9	67	0	0	0	0
4.	71 - 77	6	74	-1	-6	1	6
5.	78 - 86	2	82	-2	-4	4	8
Total		28			4		34

$$\begin{aligned} SD_t &= i \sqrt{\frac{fx'^2}{n} - \frac{fx'}{n}^2} \\ &= 9 \sqrt{\frac{34}{28} - \frac{4}{28}^2} \\ &= 9 \sqrt{1.214 - 0.14^2} \\ &= 9 \sqrt{1.214 - 0.019} \\ &= 9 \sqrt{1.195} \\ &= 9 \times 1.093 \\ &= 9.83 \end{aligned}$$

Appendix X

NORMALITY TEST FOR POST TEST

A. Result of The Normality Test of VII-5 in Post-Test by Using Realia

No	Class Interval	F	X	x'	fx'	x' ²	fx' ²
1.	58 – 65	2	61.5	+2	4	4	8
2.	66 – 73	5	69.5	+1	5	1	5
3.	74 – 81	10	77.5	0	0	0	0
4.	82 – 89	7	85.5	-1	-7	1	7
5.	90 – 97	4	93.5	-2	-8	4	16
Total		28			-6		36

$$\begin{aligned}SD_t &= i \sqrt{\frac{fx'^2}{n} - \frac{fx'}{n}^2} \\&= 8 \sqrt{\frac{36}{28} - \frac{-6}{28}^2} \\&= 8 \sqrt{1.285 - 0.03^2} \\&= 8 \sqrt{1.179 - 0.045} \\&= 8 \sqrt{1.134} \\&= 8 \times 1.064 \\&= 8.51\end{aligned}$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0-f_h)^2}{f_h}$
90 – 97	97.5	2.47	0.4932				
82 – 89	89.5	1.52	0.4357	0.0575	1.61	4	1.31
74 – 81	81.5	0.10	0.0398	0.3959	11.1	7	1.51
66 – 73	73.5	0.58	0.2190	0.1792	5.01	10	2.52
58 – 65	65.5	-1.29	0.09853	0.12047	3.37	5	0.78
	57.5	-2.23	0.01287	0.08566	2.39	2	0.06
						X^2	6.18

Based on the table above, the researcher found that $x^2_{count} = 6.18$ while $x^2_{table} = 9.488$. Because $x^2_{count} < x^2_{table}$ ($6.18 < 9.488$) with degree of freedom (dk) = $5 - 1 = 4$ and significant level $\alpha = 5\%$, distribution of data X realia in post test is normal.

B. Result of The Normality Test of VII-3 in Post-Test by Using Flashcard

No	Class Interval	F	X	x'	fx'	x'^2	fx'^2
1.	48 – 56	3	52	+2	6	4	12
2.	57 - 63	8	60	+1	8	1	8
3.	64 - 70	9	67	0	0	0	0
4.	71 – 77	6	74	-1	-6	1	6
5.	78 – 86	2	82	-2	-4	4	8
Total		28			4		34

$$\begin{aligned}
 SD_t &= i \sqrt{\frac{fx'^2}{n} - \frac{fx'}{n}^2} \\
 &= 9 \sqrt{\frac{34}{28} - \frac{4}{28}^2} \\
 &= 9 \sqrt{1.214 - 0.14^2} \\
 &= 9 \sqrt{1.214 - 0.019} \\
 &= 9 \sqrt{1.195}
 \end{aligned}$$

$$= 9 \times 1.093$$

$$= 9.83$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f _h	f ₀	$\frac{(f_0-f_h)^2}{f_h}$	
78 – 86	86.5	2.27	0.4884	0.07	1.96	2	0.08	
71 – 77	77.5	1.36	0.4131	0.17	4.76	6	0.32	
64 – 70	70.5	0.65	0.2422	0.23	6.44	9	1.01	
57 – 63	63.5	-0.06	0.47608	0.25	7	8	0.14	
48 – 56	56.5	-0.77	0.22065	0.17	4.76	3	0.65	
	47.5	-1.68	0.04648					
X^2								2.2

Based on the table above, the researcher found that $x^2_{\text{count}} = 2.2$ while $x^2_{\text{table}} = 9.488$. Because $x^2_{\text{count}} < x^2_{\text{table}}$ ($2.2 < 9.488$) with degree of freedom (dk) = $5 - 1 = 4$ and significant level $\alpha = 5\%$, distribution of data X flashcard in post test is normal.

CURRICULUM VITAE

A. Identity

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B. Parent

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C. Educational Background

1. Elementary School : SD Melati Medan (2006)
2. Junior High School : SMP Negeri 20 Medan (2009)
3. Senior High School : SMK N 7 Medan (2012)
4. College : IAIN Padangsidempuan (2017)

KEY ANSWER FOR PRE TEST

1. B	11. B	21. C	31. C	41. D
2. D	12. A	22. D	32. C	42. C
3. D	13. B	23. B	33. D	43. C
4. A	14. B	24. A	34. A	44. B
5. C	15. A	25. C	35. C	45. A
6. B	16. C	26. C	36. D	46. B
7. C	17. C	27. A	37. B	47. C
8. B	18. A	28. A	38. B	48. C
9. C	19. B	29. C	39. A	49. B
10. B	20. C	30. B	40. B	50. C

KEY ANSWER FOR POST TEST

1. A	11. C	21. A	31. C	41. A
2. B	12. D	22. C	32. B	42. C
3. C	13. B	23. C	33. B	43. A
4. C	14. B	24. A	34. C	44. C
5. B	15. A	25. B	35. B	45. B
6. C	16. B	26. D	36. C	46. C
7. D	17. A	27. D	37. C	47. D
8. C	18. A	28. A	38. C	48. C
9. A	19. B	29. C	39. D	49. C
10. C	20. B	30. B	40. B	50. B