



**THE EFFECT OF USING REALIA MEDIA
ON STUDENTS' VOCABULARY MASTERY
AT IV GRADE OF SDIT BUNAYYA PADANGSIDIMPUAN**

A THESIS

*Submitted to State Institute for Islamic Studies Padangsidimpuan
as a Partial Fulfillment of the Requirements for the Degree of
Educational Scholar (S.Pd) in English*

Written by:

NURSAADA SIMATUPANG

Reg. No. 13 340 0101

ENGLISH EDUCATION DEPARTMENT

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

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NURSAADA SIMATUPANG
Reg. No. 13 340 0101



Advisor I

Ryflub

RAYENDRIANI FAHMEI LUBIS, M.Ag.
NIP. 19710510 200003 2 001

Advisor II

Fitri

FITRI RAYANI SIREGAR, M.Hum
NIP. 19820731 200912 2 004

ENGLISH EDUCATION DEPARTMENT

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

2017

Term : Thesis
a.n. Nursaada Simatupang
Item : 6 (six) examplars

Padangsidempuan, 2017
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Dean of Tarbiyah and
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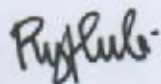
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After reading, studying and giving advice for necessary revision on thesis belongs to Nursaada Simatupang, entitled "The Effect of Using Realia Media on Students' Vocabulary Mastery at IV Grade of SDIT Bunayya Padangsidempuan", we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S.Pd) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalamu'alaikum Wr.Wb.

Advisor I



Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001

Advisor II



Fitri Rayani Siregar, M.Hum
NIP. 19820731 200912 2 004

NURSAADA SIMATUPANG
No. Nomor 12/2017/0101

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FOR ACADEMY CIVILTY
DECLARATION OF SELF THESIS COMPLETION

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Registration Number : 13 340 0101

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Reg. Number. 13 340 0101

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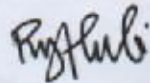
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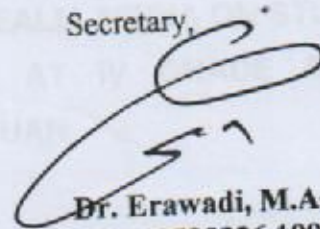
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Reg. No : 13 340 0101
Faculty/Department : Tarbiyah and Teacher Training Faculty/English Education
Department
Thesis : THE EFFECT OF USING REALIA MEDIA ON STUDENTS'
VOCABULARY MASTERY AT IV GRADE OF SDIT
BUNAYYA PADANGSIDIMPUAN

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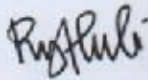
Rayendriani Fahmei Lubis, M.Ag
Nip. 19710510 200003 2 001

Secretary,

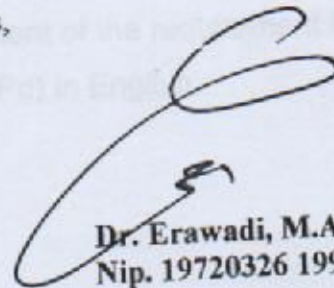


Dr. Erawadi, M.Ag.
Nip. 19720326 199803 1 002

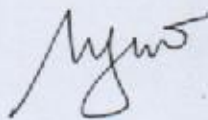
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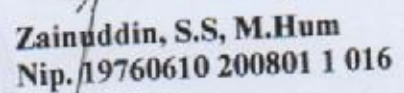
Rayendriani Fahmei Lubis, M.Ag
Nip. 19710510 200003 2 001



Dr. Erawadi, M.Ag
Nip. 19720326 199803 1 002



Yusni Sinaga, S.Pd., M.Hum
Nip. 19700715 200501 2 010



Zainuddin, S.S, M.Hum
Nip. 19760610 200801 1 016

Proposed :

Place : Padangsidempuan
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Time : 07.30 until 12.10
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Alamat: Jl. H.T. Rizal Nurdin Km. 4.5 Telp. (0634) 22080 Sihitang 22733
Padangsidimpuan

LEGALIZATION

Thesis : THE EFFECT OF USING REALIA MEDIA ON STUDENTS' VOCABULARY MASTERY AT IV GRADE OF SDIT BUNAYYA PADANGSIDIMPUAN

Written By : NURSAADA SIMATUPANG

Reg. Number : 13 340 0101

Faculty/Department: TARBIYAH AND TEACHER TRAINING FACULTY/TBI-3

The Thesis had been accepted as a partial fulfillment of the requirement for the graduate degree of Education (S.Pd) in English.

Padangsidimpuan, November 2017
a.n. Dean

Vice Dean of Academic Fields



Dr. Lelya Hilda, M.Si

NIP. 19720920 200003 2 002

Name : NURSAADA SIMATUPANG
Reg. No : 13 340 0101
Faculty : Tarbiyah and Teacher Training
Department : English Education (TBI-3)
Title of Thesis : The Effect of Using Realia Media on Students' Vocabulary Mastery at IV Grade of SDIT Bunayya Padangsidimpuan

ABSTRACT

In this research, researcher found that students' mark in vocabulary was unsatisfied. Students' problem in vocabulary mastery were: students' lazy to learn English because English lesson is not pleasant and make bored. Next, between written and literature different, difficult to learn by heart and way to read English is reversed. Beside students' problem, teacher's method also became a problem in learning vocabulary. Teacher still used conventional method in teaching vocabulary. The purpose of this research was to examine the effect of using Realia Media on Students' Vocabulary Mastery at IV Grade of SDIT Bunayya Padangsidimpuan.

The approach used in this research was experimental research where the researcher chose two classes as sample. They were IV A as experimental class that consisted of 25 students and IV B as control class that consisted of 25 students. In this research, the researcher gave pre-test and post-test in fill in the blank form. Meanwhile, data were derived pre-test, and post-test. To analyze data, the researcher used t-test formula.

After data have been analyzed, the researcher found that there was difference of mean score after using Realia Media. Mean score of experimental class before using Realia Media was 49.56 and mean score after using Realia Media was 88.86. The effect of Using Realia Media on Students' Vocabulary Mastery was 13.79 with t_0 is higher than t_t ($13.79 > 1.684$). It means H_a was accepted and H_0 was rejected. So, there was a significant effect of Using Realia Media on Students' Vocabulary Mastery at IV Grade of SDIT Bunayya Padangsidimpuan.

Key words: realia media, vocabulary mastery, and SDIT Bunayya.

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Padangsidimpuan, October 2017
Researcher

NURSAADA SIMATUPANG
Reg. No. 13 340 0101

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CHAPTER I

INTRODUCTION

A. Background of Problem

English is one of the most important languages in world. Other languages are important too, but not for same reasons as English important. Other languages may be important for their local values and culture. English can use as a language in any part of world. This is because at least few people in each locality would know this language.

In Indonesia, English is one of foreign language that studied at schools. It is studied by students from elementary schools up to university. English is also one of subject that must study base on educational curriculum. English is requirement of graduation from schools, so students must study and master English lesson. The purpose of teaching English in elementary school is to prepare students to learn English in higher level. It is thought that learning foreign language is better start from early age, in case earliest formal school is elementary school, so that students fluent in English, students have to memorize vocabulary.

The purpose of teaching language in basic education is that students gain ownership of diverse social practices of language and participate effectively in their life. The purpose it is essential that they learn to use language to organize their thought and discourse, to analyze and solve problems, and to have access to different present and past cultural expressions. In addition, it is necessary that

students acknowledge role of language in construction of knowledge and cultural values, and develop an analytical and responsible attitude toward problems of world.

Vocabulary is very important in daily life, because vocabulary is needed by human in communication. Human cannot use language and communication without comprehending vocabulary. Vocabulary can arrange becomes sentence and sentence can use as a language. Besides, vocabulary is basic element of English material. Students have not skill in English without mastering English vocabulary.

The proportion of material for young learner is different from adults learners. Teaching material to students emphasize ability to enrich their English vocabularies. The way of teaching vocabulary is also not same as teaching vocabulary to adult learners. They have different motivation and characteristics. It will difficult when teacher can not motivate young learners intensively because it is as result of their characteristics. Motivation of young learners in learning is only to get new thing in their life while playing. That is why they are only like to learn by playing. Therefore, elementary school teachers need appropriate media to teach students.

English foreign learners have problem in vocabulary. Students problem can not memorize, bored to memorize one by one vocabulary. The case is based on researcher pre-research in SDIT Bunayya Padangsidimpuan. Then, Eli Sadora (English teacher at SDIT Bunayya Padangsidimpuan) said: there are many

students still unable to use English vocabulary. It can be looked through students cannot use English vocabulary.¹ Next, Fadila (one of students at IV grade of SDIT Bunayya Padangsidimpuan) said: English lesson is not pleasant and make bored because difficult.² According to students' English difficult because some factors. First, English lesson difficult because between written and literature different. Then, English lesson difficult to learn by heart. Then, way to read English reversed. That is why students' lazy to study English. Next, they are rare to practice it is because they are bored to study English. Students can not increase their vocabulary if they are bored and lazy to memorize. Teacher in this school just ask students to memorize vocabulary and testing them by question-answer and practice mention vocabulary with meaning one by one in front of class. It is make them lazy to learn and worry about problem. The problem can be solved by using media, as result teacher can choose what media is suitable for their students.

For students' the use of realia in learning vocabulary could help students' learn easier. Besides, the use of realia could make more fun vocabulary learning. They will have chance to increase their vocabulary mastery in interesting situation and learn it enjoyment. Students' are expected have better vocabulary

¹Eli Sadora, *Private Interview to English Teacher in SDIT Bunayya*, (Padangsidimpuan: SDIT Bunayya Padangsidimpuan on Saturday November 19th 2016 at 09.00 a.m)

²Fadilah, *Private Interview to Student at IV grade of SDIT Bunayya*, (Padangsidimpuan: SDIT Bunayya Padangsidimpuan on Tuesday Agustus 22th 2017 at 10.18 a.m)

mastery.³Teaching language needs good and interesting media. Teacher used media in teaching learning activity will keep learner focus, thus classroom on teacher's control. Next, use of effective and interesting media in teaching can help students understand material easily. The creativity of teacher will give function to media used. There are kinds of media can use in teaching learning English to young learners.⁴ There are: flashcards, diagram, chart, poster, video, film, animation, audio, power point, smart board, puppet, and realia.

Based on kinds of media above researcher choose realia media to solve students' problem because this media can use in teaching vocabulary, appropriate with material and learners condition. It is enjoyable media, teacher bring real things into classromm. Then, teacher shows things to students. Next, teacher ask students to find and mention what vocabulary and name of real things that teacher shows. Teacher can also ask students to say meaning of thing that teacher shows. Finally, they will know a lot of vocabulary. Knowing a lot of word are important because better chance to understand and they can enrich their vocabularies and then they are able to translate vocabulary from English – Indonesias or Indonesias - English.

Suyanto said that using realia in English Foreign language classroom can help students understand material easily and more creative and active teaching-

³Dwi Wantini, "Improving Students' Vocabulary Mastery using Realia at Fourth Grade Students' of Kalimacan Sragen in the Academic Year 2008/2009", (A Thesis of Sebelas Maret University Surakarta, 2010), retrieved from <http://perpustakaan.ans.uc.id> on Thursday July 20th 2017 at 08.00 a.m

⁴Kasihani K.E Suyanto, *English for Young Learners*, (Jakarta: Bumi aksara, 2007), p. 3

learning.⁵ Researcher was interested in conducting a quantitative research, which purpose to prove that using realia media appropriate to teach vocabulary. Therefore, based on explanation above, researcher feels interest in conducting a research about **“The Effect of Using Realia Media on Students’ Vocabulary Mastery at IV Grade of SDIT Bunayya Padangsidempuan”**.

B. Identification of Problem

Based on background above about students’ vocabulary mastery, researcher identified problems students’ as follows: students’ lazy to learn English because English lesson is not pleasant and make bored. Then, between written and literature different, difficult to learn by heart and way to read English is reversed. Students can not increase their vocabulary if they are bored and lazy to memorize. However, researcher chose realia media to verify problems.

C. Limitation of Problem

Based on background, identification of problem, observation aspect place, time, and restrictiveness researcher in knowledge ability, physical ability, and defrayal, so coverage analysis must limited. This research is quantitative study in this research researcher does not discuss all factors. Researcher discussed only one factor that is weakness of vocabulary. This research purpose to prove that using realia media appropriate to teach vocabulary. It is about things around class and library.

⁵Kasihani K.E Suyanto, *English for Young Learners ...* p. 54

D. Formulation of Problem

The researcher formulated problem of this research as follow: “was there significant effect of using realia media to students’ vocabulary mastery at IV grade of SDIT Bunayya Padangsidimpuan?”

E. Purpose of Research

Based on formulation of problem above, so purpose of this research is to examine significant effect of using realia media to students’ vocabulary mastery at IV grade of SDIT Bunayya Padangsidimpuan.

F. Significances of Research

This research is expected to have significant benefits to following individual and institutions:

1. To English teacher, result of this research can use to teach vocabulary better.
2. To head master, researcher hopes this research can use as important reference in making decision on learning process.
3. To readers, as describe to increase students’ ability in learning English and as reference for researcher in next time.

G. Definition of Operational Variables

To avoid misunderstand definition operational in this thesis, following clarifications are probably required:

1. Realia Media

In this research realia as variable x. Realia is a thing that you can see or touch but that is not usually a living animal, plant, or person. Realia is visual aids in learning that have function to give live experiences to students.

2. Vocabulary Mastery

In this research vocabulary mastery as variable y. Vocabulary is a core component of language proficiency and provide much of basic for how well learners speak, listen, read, and write.

H. Outlines of Thesis

The systematic of this research is divided into five chapter, and each chapter consists of many sub chapters with detail as follows:

Chapter I, it consists of background of problem, identification of problem, limitation of problem, formulation of problem, aim of research, significant of research, definition of operational variable, and outline of thesis.

Chapter II, it consists of theoretical description, definition of realia media, type of realia, function of realia media, the use of realia, definition of vocabulary, kinds of vocabulary, purpose of learning vocabulary, conventional method, review of related finding conceptual framework, and hypothesis.

Chapter III, it consists of research methodology, places and time of research, research design, population and sample, instrument of research, validity

and reliability instrument, techniques of collecting data and data analysis use to test hypothesis.

Chapter IV, consists of result of research which consist of description of data, were data calculated by using pre-test and post-test and applied by using quantitative analysis. Hypothesis testing discuss about analyzing data by using t-test to examine effect realia media to students vocabulary mastery.

Chapter V, it consists of conclusion and suggestion which researcher answer formulation of problem and hypothesis. Then suggestion discussion about problem solving which researcher found in this research.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. Realia Media

a. Definition of Realia Media

Realia is considered as real objects, which are used to aid practicing a new language as a way to present meaningful example from real life world. Realia is thing that can see, touch, and not always in life situation. Tompkins said “Realia media is term for real things, concrete objects that are use in classroom to build background knowledge and vocabulary”.¹ This media use to provide experiences on which to build and to provide students with opportunities to use all senses in learning. Next, this media allows students to see, feel, hear, and smell object being explored.

Realia is especially useful and important for teaching children.² Realia is closely related to natural approach, come to indispensable for effectiveness of language acquisition, because implementation of these material create more natural setting, where learner learn foreign language, like child learn his native language in early stages. The use

¹Tompkins, G.E .*Language Arts: Content and teaching Strategies*. (upper saddle River: Prentice Hall, 1998), p. 43

²H. Douglas Brown. *Teaching by Principles*, (USA: Prentic Hall Regent, 1994), p. 153

of realia, language acquisition is generated naturally, thus representing paramount advantage.

Next according to Udin SW, “Media realia adalah alat bantu visual dalam pembelajaran yang berfungsi memberikan pengalaman langsung kepada peserta didik. Media ini merupakan objek nyata suatu benda. Seperti tumbuhan, hewan, bebatuan, air, tanah, dan lain-lain”.³ He said that realia media is visual aids in learning that have function to give live experiences to students. This media can real object certain thing like: plant, animal, stone, water, land, etc.

According to Pujita, “Media realia adalah benda asli benda dalam keadaan utuh, dapat di operasikan, hidup, dalam ukuran yang sebenarnya dan dapat di kenali sebagaimana wujud aslinya. Media yang dapat dilihat, di raba, di pegang, dan di manipulasi”.⁴ He said that realia media is real thing in whole condition, can operate, life, in fact size and can recognize as original form. This is media that can see, touch, held, and can manipulate.

Next according to Rusman, “Media realia yaitu semua media nyata di dalam ruang kelas, tetapi dapat digunakan sebagai sesuatu kegiatan observasi pada lingkungannya. Yaitu benda yang tidak

³Udin Syaputra Winata, “*Strategy belajar Mengajar*”, (http://id.m.wikipedia.org/wiki/udin_S._Winata_putra) retrieved on Thursday July 20th 2017 at 08.45 a.m

⁴Pujita, “*Media Pembelajaran*”, (<http://wodpress.com>), retrieved on Thursday July 20th 2017 at 08.00 a.m

mengalami perubahan sama sekali. Misalnya tumbuhan, batuan, binatang, benda-benda air, sawah, makanan, dan sebagainya”.⁵ He said that realia media that is all real media in classroom, but this media can use as a certain observation activity at environment Media never change experience, original. Example of realia media such as: plant, stone, animal, water things, wet rice field, food, etc.

Furthermore, Sri Anitah said, “realia adalah benda sebenarnya dalam bentuk utuh. Benda nyata yang digunakan sebagai bahan belajar. Pemanfaatan media realia tidak harus selalu dihadirkan secara nyata dalam ruang kelas tetapi dapat juga dengan cara melihat langsung atau observasi benda nyata tersebut di lokasi”.⁶ He said that, realia media is real thing in whole form. Real thing that use as learning matter. Utilization of realia media not must always real present in classroom, but can with see directly, observation real in location.

In education, realia are objects from real life used in classroom instruction by educators to improve students' understanding of other cultures and real life situations.⁷ A teacher of a foreign language often employs realia to strengthen students' associations between words for common objects and objects themselves. In many cases, these objects

⁵Rusman. *Model Pembelajaran*, (Jakarta: PT Grapindo Persada, 2011), p. 2

⁶Sri anitah, “*Media Pembelajaran*”, (<http://wodpress.com>.) retrieved on Thursday July 20th 2017 at 08.00 a.m

⁷Wikipedia, *Realia Education*, (https://en.wikipedia.org/wiki/Realia_education), retrieved on Monday April 4th 2017 at 09.43 a.m

are part of an instructional which includes a manual and is thus considered as being part of a documentary whole by librarians. Realia are also used to connect learners with key focal point of a lesson by allowing tactile and multidimensional connection between learned material and object of lesson.

From explanation above researcher concluded that realia media means real things that teachers can bring into classroom to illustrate meaning of teaching material to more clearly, meaningful and memorable.

b. Characteristic of Realia

Realia media is all of real media in classroom, but can use for a certain activity. Characteristics of realia are:

- 1) related to real world
- 2) usually more portable and accessible than the whole environment they present
- 3) can be touched, manipulated and observed
- 4) often inexpensive and readily obtained
- 5) almost infinitely various
- 6) versatile and may several learning objectives or educational recreational needs
- 7) combine elements of instruction and recreational and appeal to the cognitive and affective domains
- 8) lead from general particular, and reverse.⁸

⁸Dwi Wantini, "Improving Students' Vocabulary Mastery using Realia at Fourth Grade Students' of Kalimacan Sragen accessed from <http://perpustakaan.ans.uc.id>, retrieved on Monday October 05th 2017 at 08.34 a.m

Based on characteristics of realia media have mentioned above, can be concluded that realia media include visual kinds and diverse media. That is all real media in nature circles, fine use in live condition although corned.

c. **Function of Realia Media**

Within instructional process, there are two important aspect of teaching which close relation. They are teaching method and teaching media, by determining teaching method, consequently must consider about media provide. Therefore, one of main functions of media is as a teaching aid that support and affect condition of learning atmosphere created by teacher. The use of realia in English teaching learning process use to help teacher:

- 1) To make variations method in teaching learning process.
- 2) To make stimulate of imagination and creativity students.
- 3) To make students interest and look forward to learn.
- 4) To make English lesson memorable by created a link between objects and word or phrase present.⁹

Based on explanation above researcher can conclude that function of realia media is to encourages students motivation to learn, to increase their understand and comprehend information implied on object use as media.

⁹Penny Ur, *A course in Language Teaching*, (London: Cambridge University Press, 1998), p.60

d. The Uses of Realia

Realia that can be used in situational language practice is hence an essential part of teacher equipment. To know what steps of realia, researcher want to explain it, there are many steps of realia:¹⁰

- 1) Substitution drilling in which teacher uses cue words, pictures, numbers, names, etc to get individual students to mix example of new patterns.
- 2) Question-answer drilling in which teacher gets one student in class have practiced asking and answering new question form.
- 3) Individual imitation in which teacher asks several individual students to repeat model she has given in order to check their pronunciation.
- 4) Choral imitation in which students all together or in large groups repeat what teacher said. This works best if teacher gives a clear instruction like repeat, or everybody and hands signal to marks time and stress.
- 5) Listening practice in which teacher obtain his student's attention and repeats an example of patterns or word on isolations clearly, several times, probably saying slowly at least once, separating words.
- 6) Correction, in which teacher indicates by shaking his head, repeating error, etc, that there is a mistake and invites the students or a different students to correct it. Where possible the teacher does not simply correct the mistake himself. He gets students to correct themselves so they will be encouraged to listen to each other carefully.

So, there are steps of realia when teacher want to use this media as teacher media in teaching vocabulary.

¹⁰Retno Sumarni, "Increasing Students' Vocabulary Mastery at the Fifth Year of SDN I Belimbing Ampel Gading Pematang accessed from <http://perpus.upssukakartaA320040365.ac.id>, retrieved on Thursday July 20th 2017 at 09.55 a.m

2. Vocabulary

a. Definition of Vocabulary

Vocabulary is set of word that are known by peson, other entity, part of particular language.¹¹ Vocabulary of someone define as set of all words that are understood by people, all words that are likely to use by person to compose new sentence. Vocabulary of someone wealth is generally considere to an overview of education level. Vocabulary is group of word that person, group of people know and regularly use in their language.

Vocabulary is central of language and critical importance of typical language. It is impossible to successful in study language without mastering vocabulary. Without sufficient vocabulary, people cannot communicate effectively, express his idea in both oral and written form. To support speaker's interaction in communication, vocabulary become important because it can use as basic foundation to construct word into good sequence of sentence.

Vocabulary is one of materials studied by students of all level of school in Indonesia. It should mastered if they want to master English well. Therefore, students should have to obtain vocabulary mastery. In addition, Hornby also explain that vocabulary is one of language

¹¹H. Douglas Brown, *Teaching By Principles* ... p. 365

elements. It is all word that person knows and use, word that people use when they are tell about particular subject. It means that vocabulary is list of word usually in alphabetical order.

So, vocabulary is basic competence that must reach by students in order to get other competencies like reading, writing listening, speaking and other activities in English. It is difficult to master other competencies without mastering and understanding vocabulary.

b. Kinds of Vocabulary

There are two kinds of vocabulary, they are productive vocabulary and unproductive vocabulary.¹² Productive vocabulary is vocabulary that we often use, or we often use everyday. While unproductive vocabulary is exist vocabulary but seldom use in daily communication.

Then, Scott Thornbury states vocabulary can divided into active and passive vocabulary, they are:¹³

- a. Active vocabulary refers to put items which learn can use appropriately in speaking, writing, and it is also called as productive vocabulary, although in fact it is more difficult to put into practice.
- b. Passive vocabulary refers to language item that can recognize and understand in this context of reading or listening also called as receptive vocabulary.

¹²Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary Bringing Research to Practice*. (Lawrence Erlbaum Associates, PUBLISHER. (New Jersey: London, 2000), p. 3

¹³Scott Thornbury, *how to teach Vocabulary*, (New Zealand: Longman, 2002), p. 114

It means that active vocabulary means word that are used by learners in speaking writing, whereas passive vocabulary means words that are understood in reading or listening.

c. The Purpose of Learning Vocabulary

To learn something people have to know purpose of things their learn, in this case purpose of learning is to help learners easier in expressing idea because vocabulary is all of word contain in language, word property owned by a speaker, a writer, words use in field science, compiled list of words like dictionary is accompanied brief explanation through game, this problem is not only enriching vocabulary through lesson language but also through other study.

Large vocabulary helps people express their ideas precisely in communication. People often believe that need large number of words to master English language well it is not always wrong because we are hope to realize that without certain amount of vocabulary, it seems it is quite impossible to use language precise and vividly. People sometimes have difficulties in understanding meaning of word, in differentiating word form and in applying word in sentences.¹⁴

From explanation above it can conclude that vocabulary understanding is very important. Therefore, words related in specific

¹⁴A.M, Zainuri, *Vocabulary 1*, (Jakarta: English Department, 2003), p. 3

areas to students are words round them like noun, verbs, adjectives and adverbs.

3. Conventional Method

a. Definition of Conventional

Conventional is concern with teacher controller of learning environment. Power and responsibility are held by teacher and they play role instructor and decision maker regard students as knowledge hole that need to field with information.¹⁵

b. The Classification of Conventional Method

There are many kinds of teaching method that can apply by teacher. One of teaching method is conventional method. Conventional method can be divided in some kinds.¹⁶ They are: lecturer method, project method, catechize method, discuss method, lecture discussion, problem solving method, homework, recitation method, demonstration and experiment method, role play method, and so on.

1) Lecturer method

Lecturer method is traditional method because this method use long since is an oral communication tool between teacher and

¹⁵Jhon Deriden, *Conventional teaching* ([http://www.britannia.com/EBchecked/topic/4279/nuclear-method/52993/Conventional Method](http://www.britannia.com/EBchecked/topic/4279/nuclear-method/52993/Conventional%20Method)) retrieved on Saturday May 20th 2017 at 08.00 p.m

¹⁶Syaiful Bahri Djamarah, *Strategy Belajar-mengajar*.(Jakarta: PT. Asdimahasatya, 2006), p. 83

students in interaction educative.¹⁷ Moreover in educative and traditional teaching it is like in rural that have weakness in learning facilities and teacher.

2) Steps of lecturer method

There are some steps before showing this method, they are:

- a) Preparation, create learning condition to students.
- b) Implementation, teacher convoys material then give opportunity to students for connecting and comparing material of lecturer that accepted through catechizing.
- c) Evaluation, give test to students for looking students' comprehension about material that learned.¹⁸

From above explanation, conventional teaching method is traditional teaching method that often applied by teacher. One of conventional method is lecturer method which a teaching style that use for convey information about some subject. Researcher conclude that conventional method is way that is used by teachers in teaching a material base on agreement of teacher at school.

Based on observation, researcher concludes that procedure used by English teacher at SDIT Bunayya Padangsidimpunan, are as follows:

- a) Explain subject matter
- b) Identify difficult words

¹⁷Syaiful Bahri Djamarah, *Guru dan Anak Didik* (Dalam Interaksi Edukatif), (Jakarta: PT Rineka Cipta, 2000), p. 205

¹⁸Syaiful Bahri Djamarah, *Guru dan anak didik ...* p. 99

c) Ordering students to memorize

B. Review of Related Findings

Related to this research researcher found some researcher had been done as below: first is Sri Nardani Hasibuan “The Effect of Watching Film to Students’ Vocabulary Mastery at Grade XI SMK Negeri 1 Padangsidimpuan”. Concluding of her research, there is effect of watching film to students’ vocabulary, were mean score after using watching film was 86.44 and mean score before using watching film was 70,5, with t_0 is higher than t_t ($1.69 > 1.667$). So, there was significant effect of watching film to students’ vocabulary Mastery at Grade XI SMK Negeri 1 Padangsidimpuan.¹⁹

Secondly, a thesis of Wilda Sri wahyuni Panjaitan “The Effect of List Group Label Strategy on Students’ Vocabulary Mastery at Grade VII SMP Negeri 9 Padangsidimpuan”.²⁰ This research used experimental method at SMP Negeri 9 Padangsidimpuan. The kind of research is quantitative research by collective data thought test.

Third, a thesis of Nurmala Sari with title “The Effect of puzzle Media to Students’ Vocabulary Mastery at Eight Grade of MTs N 2 Padangsidimpuan”.²¹

¹⁹Sri Nardani Hasibuan, “The Effect of Watching Flim to Students’ Vocabulary Mastery at Grade XI SMK Negeri I Padangsidimpuan (*Unpublished Thesis*) IAIN Padangsidimpuan, 2015)

²⁰Wilda Sri Wahyuni Panjaitan, ”The Effect of List Group Label Strategy on Students’ Vocabulary Mastery at Grade VII SMP Negeri 9 Padangsidimpuan (*Unpublished Thesis*) IAIN Padangsidimpuan, 2016)

²¹Nurmala Sari, “The Effect of Using puzzle Media to Students’ Vocabulary Mastery at Eight Grade of MTs N 2 Padangsidimpuan (*Unpublished Thesis*), IAIN Padangsidimpuan, 2016)

He found that using puzzle Media to Students' Vocabulary Mastery is very useful toward improvement of students' vocabulary at elementary school.

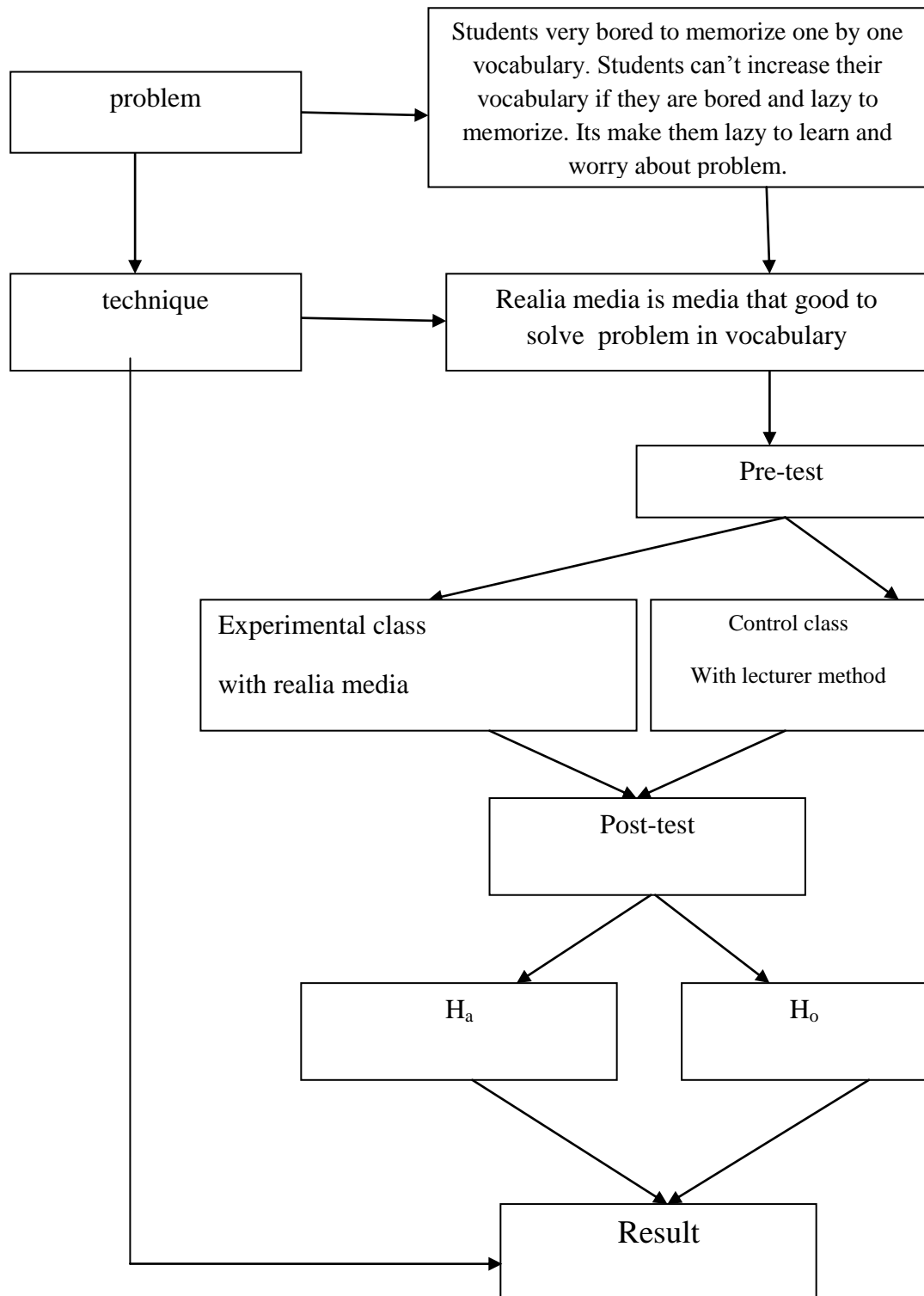
From description above, researcher conclude that many media can increase students' vocabulary mastery. So, researcher hope that Realia Media can prove that using realia media appropriate to teach vocabulary this research will complete and contribute previous findings. Moreover, researcher wants to research about "The Effect of Using Realia Media on Students' Vocabulary Mastery at IV Grade of SDIT Bunayya Padangsidempuan".

C. Conceptual Framework

Vocabulary is proficiency affects to four language skill, and other activities in English. In speaking, words use to convey, carry idea to communication with fluently. In listening, vocabulary affects how many people understand with communication and can connect communication well. In reading, vocabulary can help them to more comprehend about text and understanding about text better. In writing, vocabulary can help them to write text and transfer idea in writing. In translation people can understand about word then mastering four skill namely: speaking, listening, reading and writing.

Students still find difficulties to speaking, listening, reading and writing because their vocabulary are limited. So, researcher assume to increase students' mastery in vocabulary by using realia media.

Researcher found problem vocabulary at IV Grade of SDIT Bunayya Padangsidempuan that Student lazy to learn English because English lesson is not pleasant and make bored. Then, between written and literature different, difficult to learn by heart and way to read English reversed. Researcher choose realia media to solve vocabulary problems.



D. Hypothesis

In quantitative studies, hypothesis in prediction researcher hold about relationship among variables.²² Hypothesis can describe research's thinking and expectation about what outcomes of research will related this study. Researcher has hypothesis of this study that "There is significant effect of using realia media on students' vocabulary mastery at IV grade of SDIT Bunayya Padangsidimpuan".

²²John. W. Creswell, *Research Design: Qualitative, Quantitative and Mixed methods Approaches-Second Edition* (USA: Sage Publications inc, 2003), p. 108

CHAPTER IV

DATA ANALYSIS

As mentioned in earlier chapter, in order to evaluate the effect of using realia media on students vocabulary mastery, researcher has calculated data using pre-test and post-test. Researcher used formulation of T-test to test hypothesis. Next, researcher described data as follow:

A. Description of Data

1. Description of Data before Using Realia Media

a. Score of Pre-test Experimental Class

In pre-test of experimental class, researcher calculated result that had been gotten by students in answering question (test). Score of pre-test experimental class can be seen in following table:

Table 6
Score of Experimental Class in Pre-test

Total	1280
Highest score	75
Lowest score	20
Mean	51.8
Median	58.31
Modus	50.9
Range	55
Interval	10
Standard deviation	17.95
Variants	179.75

Based on above table total score of experiment class in pre-test was 1280, mean was 51.8, standard deviation was 17.95, variants was

179.75, median was 58.31, range was 55, modus was 50.9, interval was. 10 Researcher got highest score was 75 and lowest score was 20. It can be seen on appendix 21.

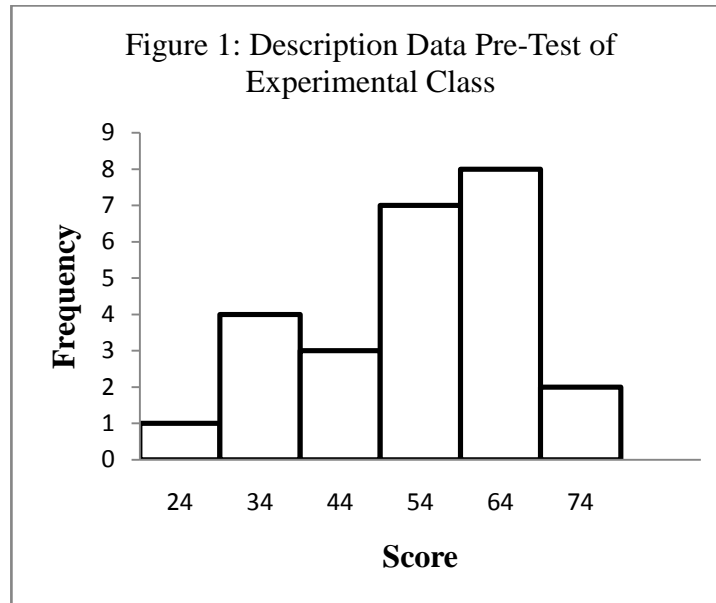
Then, computed of frequency distribution of students' score of experiment class can be applied into table frequency distribution as follow:

Table 7
Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentages
1	20 – 29	24	1	4%
2	30– 39	34	4	16%
3	40 – 49	44	3	12%
4	50 – 59	54	7	28%
5	60 – 69	64	8	32%
6	70 – 79	74	2	8%
$i = 10$			25	100%

From table above, students' score in class interval between 20 – 29 was 1 student (4%), class interval between 30 – 39 was 4 students (16%), class interval between 40 – 49 was 3 students (12%), class interval between 50 – 59 was 7 students (28%), class interval between 60 – 69 was 8 students (32%), and the last class interval between 70 – 79 was 2 students (8%),

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



From histogram above, student score 24 was 1 student, students' score 33 was 4 students, students' score 42 was 4 students, students' score 51 was 5 students, students' score 60 was 5 students, students' score 69 was 4 students, and last students' score 78 was 2 students.

b. Score of Pre-Test Control Class

In pre-test of control class, researcher calculated result that had been gotten by students in answering question (test). Score of pre-test control class can be seen in following table:

Table 8
Score of Control Class in Pre-test

Total	1195
Highest score	75
Lowest score	20
Mean	58.2
Median	63.1
Modus	-10.5
Range	55
Interval	10
Standard deviation	22.9
Variants	255, 166

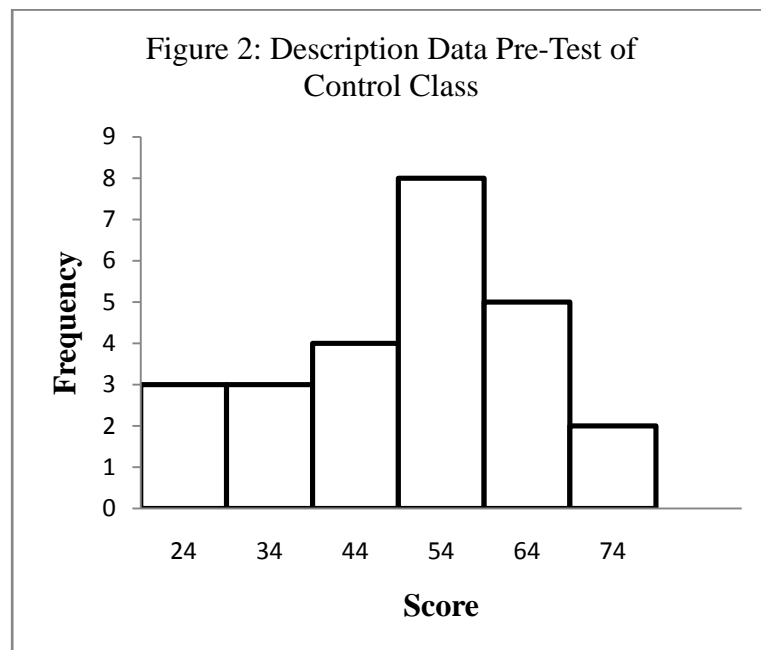
Based on above table total score of experiment class in pre-test was 1195, mean was 58.2, standard deviation was 22.9, variants was, 255, 166, median was 63.1, range was 55, modus was -10.5, interval was 10. Researcher got highest score was 75 and lowest score was 20. It can be seen on appendix 21. Then, computed of frequency distribution of students' score of control class can be applied into table frequency distribution as follow:

Table 9
Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentages
1	20 – 29	24	3	12%
2	30– 39	34	3	12%
3	40 – 49	44	4	16%
4	50 – 59	54	8	32%
5	60 – 69	64	5	20%
6	70 – 79	74	2	8%
<i>i</i> = 10			25	100%

From table above, students' score in class interval between 20 – 29 was 3 student (12%), class interval between 30 – 39 was 3 students (12%), class interval between 40 – 49 was 4 students (16%), class interval between 50 – 59 was 8 students (32%), class interval between 60 – 69 was 5 students (20%), and the last class interval between 70 – 79 was 2 students (8%).

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



From histogram above, students' score 24 was 3 students, students' score 34 was 3 students, students' score 44 was 4 students, students' score 54 was 8 students, students' score 64 was 5 students, and the last students' score 74 was 2 students.

2. Description of Data After Using Realia Media

a. Score of Post-Test Experimental Class

In post-test of experimental class, researcher calculated result that had been gotten by students in answering question (test) after researcher did treatment by using realia media. Score of post-test experimental class can be seen in following table:

Table 10
Score of Experimental Class in Post-test

Total	2190
Highest score	100
Lowest score	65
Mean	88.6
Median	81.96
Modus	86.52
Range	35
Interval	6
Standard deviation	8.28
Variants	487.6

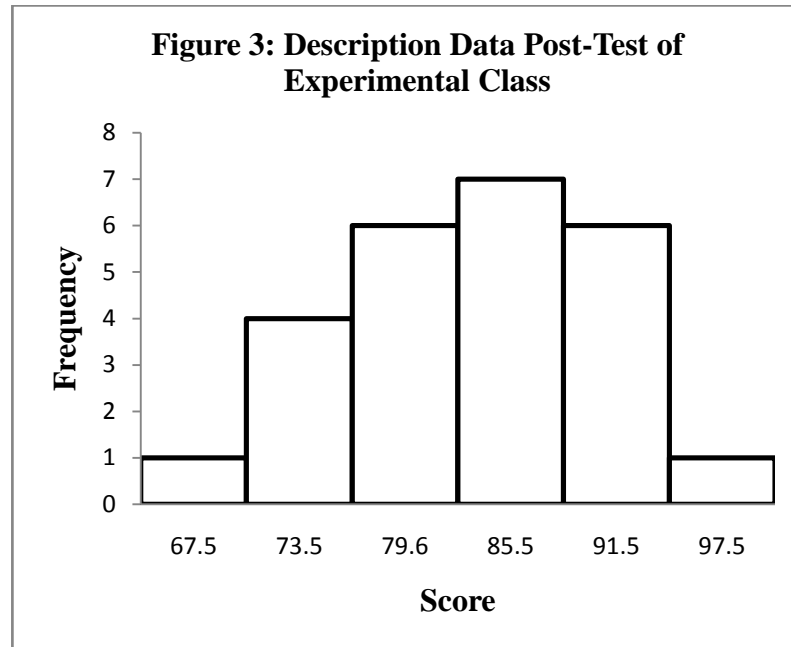
Based on above table total score of experiment class in post-test was 2190, mean was 88.6, standard deviation was 8.28, variants was, 487.6, median was 81.96, range was 35, modus was 86.52, interval was 6. Researcher got highest score was 100 and lowest score was 65. It can be seen on appendix 22. Then, computed of frequency distribution of students' score of experiment class can be applied into table frequency distribution as follow:

Table 11
Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentages
1	65 – 70	67.5	1	4%
2	71 – 76	73.5	4	16%
3	77 – 82	79.6	6	16%
4	83 – 88	85.5	7	28%
5	89 – 94	91.5	6	24%
6	95 – 100	97.5	1	4%
<i>i = 6</i>			25	100%

From above table, students' score in class interval between 65 – 70 was 1 student (4%), class interval between 71 – 76 was 4 students (16%), class interval between 77 – 82 was 6 students (16%), class interval between 83 – 88 was 7 students (28%), class interval between 89 – 94 was 6 students (6%), and last class interval between 95 – 100 was 1 student (4%).

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



From histogram above, students' score 67.5 was 1 student, students' score 73.5 was 4 students, students' score 79.5 was 6 students, Students' score 85.5 was 7 students, students' score 91.5 was 6 students, and last students' score 97.5 was 1 student.

b. Score of Post-Test Control Class

In post-test of control class, researcher calculated result that had been gotten by students in answering question (test) after researcher taught vocabulary by using conventional strategy. Score of post-test control class can be seen in following table:

Table 12
The Score of Control Class in Post-test

Total	1535
Highest score	90
Lowest score	20
Mean	84.14
Median	80
Modus	74.5
Range	70
Interval	11
Standard deviation	11.65
Variants	386.5

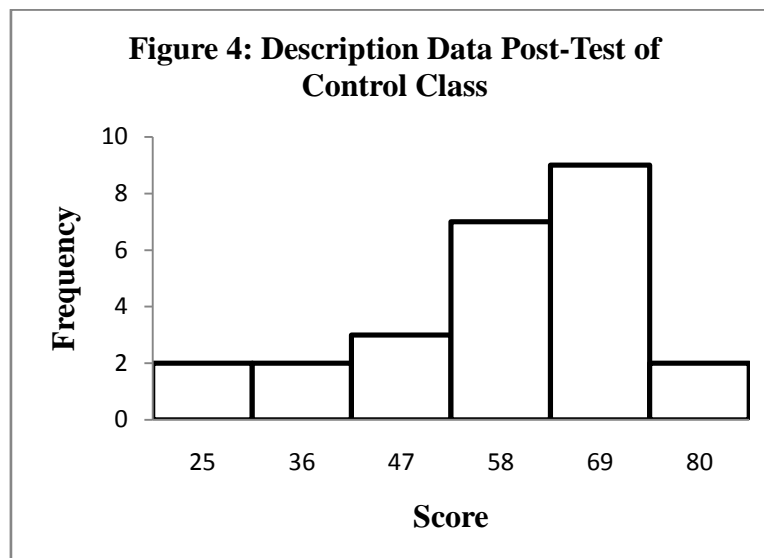
Based on above table total score of control class in post-test was 1535, mean was 84.14, standard deviation was 11.65, variants was 386.5, median was 80, range was 70, modus was 75.5, interval was 11. Researcher got highest score was 90 and lowest score was 20. It can be seen on appendix 22. Then, computed of frequency distribution of students' score of control class can be applied into table frequency distribution as follow:

Table 13
Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentages
1	20 - 30	25	2	8%
2	31 - 41	36	2	8%
3	42 - 52	47	3	12%
4	53 - 63	58	7	28%
5	64 - 74	69	9	36%
6	75 - 85	80	2	8%
<i>i</i> = 11			25	100%

From table above, students' score in class interval between 20 – 30 was 2 students (8%), class interval between 31 – 41 was 2 students (8%), class interval between 42 – 52 was 3 students (12%), class interval between 53 – 63 was 7 students (28%), class interval between 64 – 74 was 9 students (36%), and last class interval between 75 – 85 was 2 students (8%).

In order to get description of data clearly and completely, researcher present them in histogram on following figure:



From histogram above, students' score 25 was 2 students, students' score 36 was 2 students, students' score 47 was 3 students, students' score 58 was 9 students, students' score 69 was 7 students, and last students' score 80 was 2 students.

B. Data Analysis

1. Requirement Test

a. Normality and Homogeneity Pre-Test

1) Normality of Experimental and Control Class in Pre-Test

Table 14
Normality and Homogeneity in Pre-Test

Class	Normality Test		Homogeneity Test	
	x_{count}	x_{table}	f_{count}	f_{table}
Experiment Class	1.08	11.070	$1.40 < 1.67$	
Control Class	6.49	11.070		

Based on above table researcher calculation, score of experiment class $Lo = 1.08 < Lt = 11.070$ with $n = 25$ and control class $Lo = 6.49 < Lt = 11.070$ with $n = 25$, and real level $\alpha 0.05$. Cause $Lo < Lt$ in the both class. So, H_a was accepted. It means that experiment class and control class were distributed normal. It can be seen in appendix 21.

2) Homogeneity of Experimental and Control Class in Pre-test

Coefficient of $F_{count} = 1.40$ was compared with F_{table} Where F_{table} was determined at real $\alpha 0.05$, and different numerator $dk = N-1 = 25-1 = 24$ and denominator $dk N-1 = 25-1 = 24$. So, by using list of critical value at F distribution is got $F_{0.05} = 1.67$ It showed that $F_{count} 1.40 < 1.67$ So, researcher concluded that variant from data of

Students' Vocabulary at SDIT Bunayya Padangsidempuan by experimental and control class was homogenous. Calculation can be seen on appendix 19.

b. Normality and Homogeneity Post-Test

1) Normality of Experimental and Control Class in Post-Test

Table 15
Normality and Homogeneity in Post-Test

Class	Normality Test		Homogeneity Test	
	x_{count}	x_{table}	f_{count}	f_{table}
Experiment Class	3.15	11.070	1.59 < 1.67	
Control Class	4.15	11.070		

Based on table above researcher calculation, score of experiment class $Lo = 3.15 < Lt = 11.070$ with $n = 25$ and control class $Lo = 4.15 < Lt = 11.070$ with $n = 25$, and real level $\alpha 0.05$. Cause $Lo < Lt$ in both class. So, H_a was accepted. It means that experiment class and control class were distributed normal. It can be seen in appendix 22.

2) Homogeneity of Experimental and Control Class in Post-test

Coefficient of $F_{\text{count}} = 1.59$ was compared with F_{table} . Where F_{table} was determined at real $\alpha 0.05$, and different numerator $dk = N-1 = 25-1 = 24$ and denominator $dk N-1 = 25-1 = 24$. So, by using list of critical value at F distribution is got $F_{0.05} = 1.67$ It showed that F_{count}

$1.59 < F_{table} 1.67$ So, researcher concluded that variant from data of Students' vocabulary at SDIT Bunayya Padangsidimpun by experimental and control class was homogenous. Calculation can be seen on the appendix 20.

2. Hypothesis Test

After calculated data of post-test, researcher has found that post-test result of experiment and control class is normal and homogenous. Based on result, researcher used parametric test by using T-test to analyze hypothesis. Hypothesis alternative (H_a) of research was "There was significant effect of using realia media on Students' vocabulary mastery". Calculation can be seen on appendix 21.

Table 16
Result of T-test from Both Averages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
0,046	1,684	13,79	1,684

$$H_a : \mu_1 > \mu_2$$

Where:

$H_a : \mu_1 > \mu_2$ "There was a significant effect of using realia media on students' vocabulary mastery".

Based on researcher calculation, researcher found that t_{count} 0,046 while t_{table} 1.684 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 25 + 25 - 2 = 48$. Cause $t_{count} > t_{table}$ ($13,79 > 1.684$), it means that

hypothesis H_a was accepted and H_0 was rejected. So, there was significant effect of using realia media on Students' vocabulary mastery. In this case, mean score of experimental class by using realia media was 88.86 and mean score of control class was 84.14 by using conventional strategy. Calculation can be seen on appendix 20.

C. Discussion

Based on related findings, researcher discussed result of this research and compared with related findings. It also discussed with theory that has been stated by researcher. First, Sri Nardani, showed that experimental group got 70.5. Second, Wilda showed that experimental group got 71.24 for the mean score of pre-test. Wilda's pre-test result was higher than Sri result. Third, Nurmala showed that the experimental group got 61.5 for mean score of pre-test. Nurmala pre-test result was lowest than Sri's and Wilda's result.

Meanwhile, researcher got mean score of pre-test of experimental group was 49,56 and it was lowest pre-test result than Sri's and Wilda's and Nurmala result of related findings. From above description, it can be seen that highest mean score of pre-test of experimental group was gotten by Sri where mean score of pre-test was 70.5 and lowest mean score of pre-test of experimental group was gotten by researcher in his thesis where mean score of pre-test was 49,56. It means, before using realia media, students' score was low and for researcher,

mean score of pre-test of the experimental group was under standardization where standardization mark is 75.

Then, for post-test result, Sri Nardani got experimental class' score was 88.44. Wilda got experimental class' score was 88.38 and it was lower than Sri's result. Nurmala got experimental class' score was 83.75, and it was lower than Sri's and Wilda's result. Beside, researcher got mean score for experimental class after using realia media was 88.86 and it was highest score among related findings.

From description, it can be seen that highest mean score of post-test of experimental group was gotten by researcher where mean score of post-test was 88.86 and lowest mean score of post-test was gotten by Nurmala in her thesis where mean score of post-test was 83.75. Where, for researcher result, mean score of post-test was passed standardization.

Based on result, the researcher has got significant effect of using realia media, so have researchers who mentioned in related finding. Nurmala found that t_0 was higher than t_t ($39.94 > 2.000$), Wilda found that t_0 was higher than t_t ($3.356 > 12.677$), Sri found that t_0 was higher than t_t ($1.69 > 1.677$). From description, t-test result from Nurmala was highest between Wilda's and Sri's result and t-test result from Sri was lowest among them.

Beside, researcher also found that t_0 is higher than t_t where t_0 was and 13,79 t_t was 1.684 ($13,79 > 1.684$). Where, researcher result of t-test was highest

among related findings result. So, result of realia media highest than result t-test of related findings. It can be seen that among researches, using of realia media gave effect to students' vocabulary mastery especially at IV grade of SDIT Bunayya Padangsidempuan where it is suitable with a research done by Chiarantano proved that using realia in English Foreign Language classroom more creative and active teaching-learning environment and promotes cultural understanding.¹ Besides that, students could active in their class, so that students easy in remembering what students were learned. This proofs show that realia media is suitable to be applied in teaching vocabulary because it has been proven by previous researches and theory. So, realia media has given significant effect to research that has been done by researcher, other researcher who mentioned in related finding.

From result of research that is previously stated, it was proved that students of experimental group who were taught vocabulary using realia media got better result than control group that were taught vocabulary by using conventional method.

¹Chiarantano Stefan, "Realia".
(<http://www.usingEnglish.com/webblog/archieves/000228.html>), retrieved on Saturday July 20th 2017 at 09.00 a.m

D. Threats of Research

Researcher found threats of research as follows:

1. Students were not serious in answering pre-test and post-test. Some of them still did cheating. It made answer of test was not pure because they did not do it by themselves.
2. Students were noisy while learning process. They were not concentrating in following learning process. Some of them talked to their friends and some of them did something outside teacher's rule, of course it made them can not get teacher's explanation well and gave impact to post-test answer.

CHAPTER IV

DATA ANALYSIS

As mentioned in earlier chapter, in order to evaluate the effect of using realia media on students vocabulary mastery, researcher has calculated data using pre-test and post-test. Researcher used formulation of T-test to test hypothesis. Next, researcher described data as follow:

A. Description of Data

1. Description of Data before Using Realia Media

a. Score of Pre-test Experimental Class

In pre-test of experimental class, researcher calculated result that had been gotten by students in answering question (test). Score of pre-test experimental class can be seen in following table:

Table 6
Score of Experimental Class in Pre-test

Total	1280
Highest score	75
Lowest score	20
Mean	51.8
Median	58.31
Modus	50.9
Range	55
Interval	10
Standard deviation	17.95
Variants	179.75

Based on above table total score of experiment class in pre-test was 1280, mean was 51.8, standard deviation was 17.95, variants was

179.75, median was 58.31, range was 55, modus was 50.9, interval was. 10 Researcher got highest score was 75 and lowest score was 20. It can be seen on appendix 21.

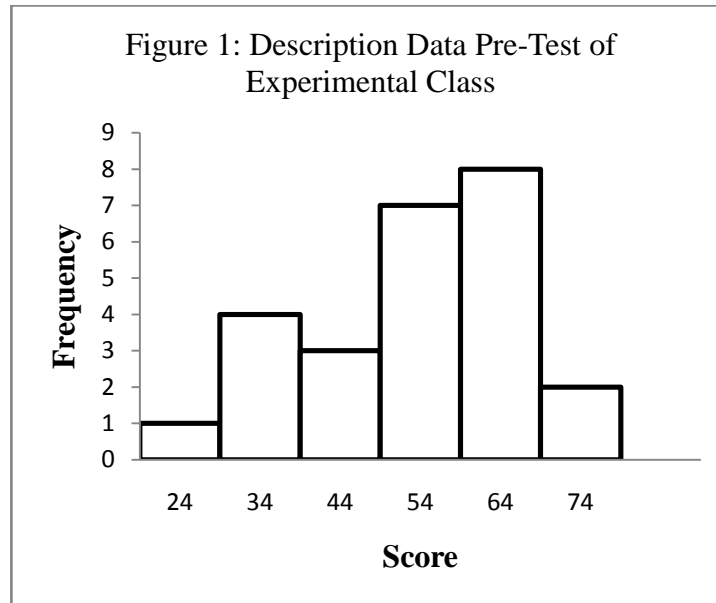
Then, computed of frequency distribution of students' score of experiment class can be applied into table frequency distribution as follow:

Table 7
Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentages
1	20 – 29	24	1	4%
2	30– 39	34	4	16%
3	40 – 49	44	3	12%
4	50 – 59	54	7	28%
5	60 – 69	64	8	32%
6	70 – 79	74	2	8%
<i>i</i> = 10			25	100%

From table above, students' score in class interval between 20 – 29 was 1 student (4%), class interval between 30 – 39 was 4 students (16%), class interval between 40 – 49 was 3 students (12%), class interval between 50 – 59 was 7 students (28%), class interval between 60 – 69 was 8 students (32%), and the last class interval between 70 – 79 was 2 students (8%),

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



From histogram above, student score 24 was 1 student, students' score 33 was 4 students, students' score 42 was 4 students, students' score 51 was 5 students, students' score 60 was 5 students, students' score 69 was 4 students, and last students' score 78 was 2 students.

b. Score of Pre-Test Control Class

In pre-test of control class, researcher calculated result that had been gotten by students in answering question (test). Score of pre-test control class can be seen in following table:

Table 8
Score of Control Class in Pre-test

Total	1195
Highest score	75
Lowest score	20
Mean	58.2
Median	63.1
Modus	-10.5
Range	55
Interval	10
Standard deviation	22.9
Variants	255, 166

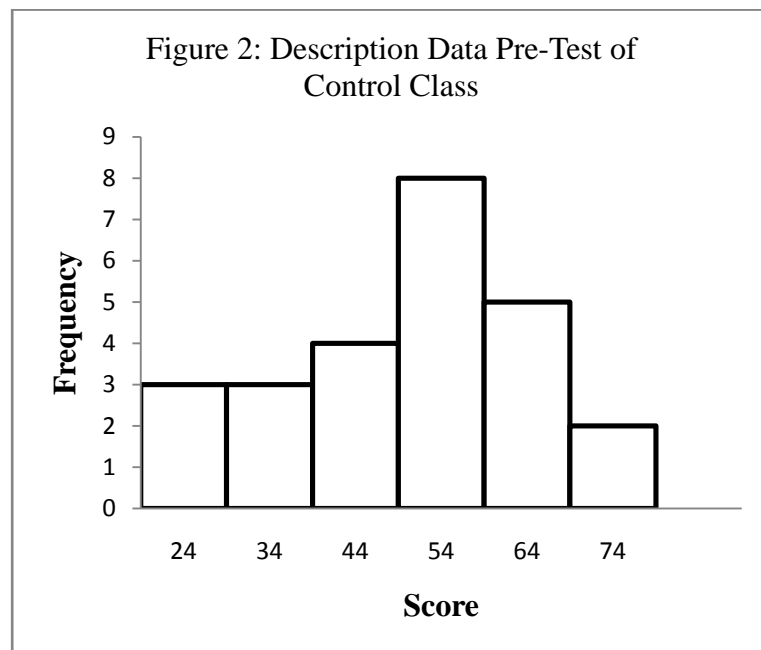
Based on above table total score of experiment class in pre-test was 1195, mean was 58.2, standard deviation was 22.9, variants was, 255, 166, median was 63.1, range was 55, modus was -10.5, interval was 10. Researcher got highest score was 75 and lowest score was 20. It can be seen on appendix 21. Then, computed of frequency distribution of students' score of control class can be applied into table frequency distribution as follow:

Table 9
Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentages
1	20 – 29	24	3	12%
2	30– 39	34	3	12%
3	40 – 49	44	4	16%
4	50 – 59	54	8	32%
5	60 – 69	64	5	20%
6	70 – 79	74	2	8%
<i>i</i> = 10			25	100%

From table above, students' score in class interval between 20 – 29 was 3 student (12%), class interval between 30 – 39 was 3 students (12%), class interval between 40 – 49 was 4 students (16%), class interval between 50 – 59 was 8 students (32%), class interval between 60 – 69 was 5 students (20%), and the last class interval between 70 – 79 was 2 students (8%).

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



From histogram above, students' score 24 was 3 students, students' score 34 was 3 students, students' score 44 was 4 students, students' score 54 was 8 students, students' score 64 was 5 students, and the last students' score 74 was 2 students.

2. Description of Data After Using Realia Media

a. Score of Post-Test Experimental Class

In post-test of experimental class, researcher calculated result that had been gotten by students in answering question (test) after researcher did treatment by using realia media. Score of post-test experimental class can be seen in following table:

Table 10
Score of Experimental Class in Post-test

Total	2190
Highest score	100
Lowest score	65
Mean	88.6
Median	81.96
Modus	86.52
Range	35
Interval	6
Standard deviation	8.28
Variants	487.6

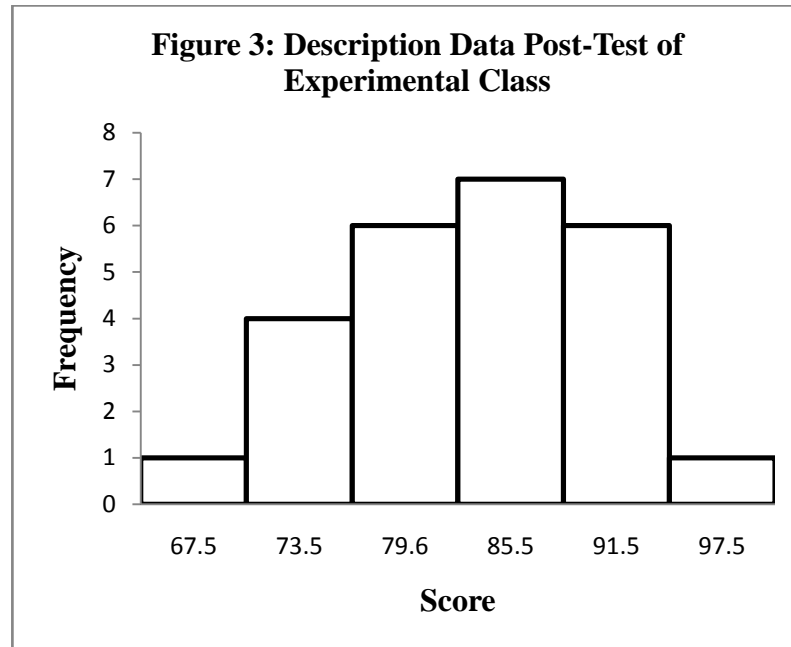
Based on above table total score of experiment class in post-test was 2190, mean was 88.6, standard deviation was 8.28, variants was, 487.6, median was 81.96, range was 35, modus was 86.52, interval was 6. Researcher got highest score was 100 and lowest score was 65. It can be seen on appendix 22. Then, computed of frequency distribution of students' score of experiment class can be applied into table frequency distribution as follow:

Table 11
Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentages
1	65 – 70	67.5	1	4%
2	71 – 76	73.5	4	16%
3	77 – 82	79.6	6	16%
4	83 – 88	85.5	7	28%
5	89 – 94	91.5	6	24%
6	95 – 100	97.5	1	4%
<i>i</i> = 6			25	100%

From above table, students' score in class interval between 65 – 70 was 1 student (4%), class interval between 71 – 76 was 4 students (16%), class interval between 77 – 82 was 6 students (16%), class interval between 83 – 88 was 7 students (28%), class interval between 89 – 94 was 6 students (6%), and last class interval between 95 – 100 was 1 student (4%).

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



From histogram above, students' score 67.5 was 1 student, students' score 73.5 was 4 students, students' score 79.5 was 6 students, Students' score 85.5 was 7 students, students' score 91.5 was 6 students, and last students' score 97.5 was 1 student.

b. Score of Post-Test Control Class

In post-test of control class, researcher calculated result that had been gotten by students in answering question (test) after researcher taught vocabulary by using conventional strategy. Score of post-test control class can be seen in following table:

Table 12
The Score of Control Class in Post-test

Total	1535
Highest score	90
Lowest score	20
Mean	84.14
Median	80
Modus	74.5
Range	70
Interval	11
Standard deviation	11.65
Variants	386.5

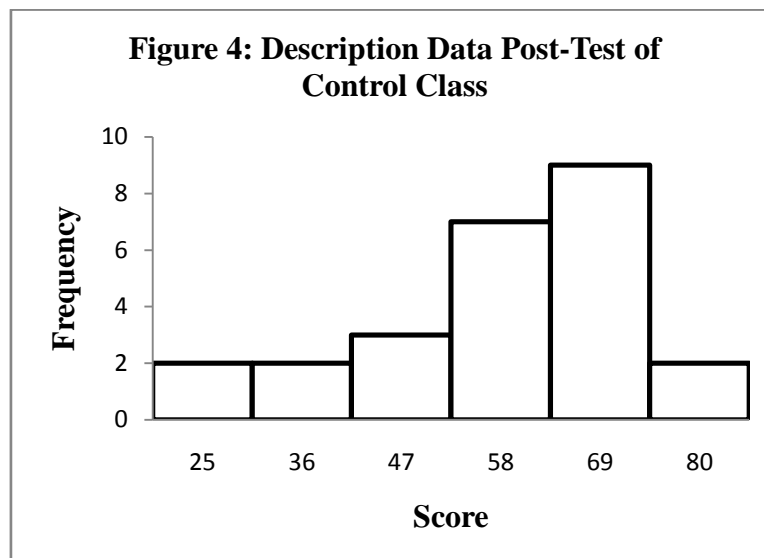
Based on above table total score of control class in post-test was 1535, mean was 84.14, standard deviation was 11.65, variants was 386.5, median was 80, range was 70, modus was 75.5, interval was 11. Researcher got highest score was 90 and lowest score was 20. It can be seen on appendix 22. Then, computed of frequency distribution of students' score of control class can be applied into table frequency distribution as follow:

Table 13
Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentages
1	20 - 30	25	2	8%
2	31 - 41	36	2	8%
3	42 - 52	47	3	12%
4	53 - 63	58	7	28%
5	64 - 74	69	9	36%
6	75 - 85	80	2	8%
<i>i</i> = 11			25	100%

From table above, students' score in class interval between 20 – 30 was 2 students (8%), class interval between 31 – 41 was 2 students (8%), class interval between 42 – 52 was 3 students (12%), class interval between 53 – 63 was 7 students (28%), class interval between 64 – 74 was 9 students (36%), and last class interval between 75 – 85 was 2 students (8%).

In order to get description of data clearly and completely, researcher present them in histogram on following figure:



From histogram above, students' score 25 was 2 students, students' score 36 was 2 students, students' score 47 was 3 students, students' score 58 was 9 students, students' score 69 was 7 students, and last students' score 80 was 2 students.

B. Data Analysis

1. Requirement Test

a. Normality and Homogeneity Pre-Test

1) Normality of Experimental and Control Class in Pre-Test

Table 14
Normality and Homogeneity in Pre-Test

Class	Normality Test		Homogeneity Test	
	x_{count}	x_{table}	f_{count}	f_{table}
Experiment Class	1.08	11.070	1.40 < 1.67	
Control Class	6.49	11.070		

Based on above table researcher calculation, score of experiment class $Lo = 1.08 < Lt = 11.070$ with $n = 25$ and control class $Lo = 6.49 < Lt = 11.070$ with $n = 25$, and real level $\alpha 0.05$. Cause $Lo < Lt$ in the both class. So, H_a was accepted. It means that experiment class and control class were distributed normal. It can be seen in appendix 21.

2) Homogeneity of Experimental and Control Class in Pre-test

Coefficient of $F_{\text{count}} = 1.40$ was compared with F_{table} Where F_{table} was determined at real $\alpha 0.05$, and different numerator $dk = N-1 = 25-1 = 24$ and denominator $dk N-1 = 25-1 = 24$. So, by using list of critical value at F distribution is got $F_{0.05} = 1.67$ It showed that $F_{\text{count}} 1.40 < 1.67$ So, researcher concluded that variant from data of

Students' Vocabulary at SDIT Bunayya Padangsidempuan by experimental and control class was homogenous. Calculation can be seen on appendix 19.

b. Normality and Homogeneity Post-Test

1) Normality of Experimental and Control Class in Post-Test

Table 15
Normality and Homogeneity in Post-Test

Class	Normality Test		Homogeneity Test	
	x_{count}	x_{table}	f_{count}	f_{table}
Experiment Class	3.15	11.070	1.59 < 1.67	
Control Class	4.15	11.070		

Based on table above researcher calculation, score of experiment class $Lo = 3.15 < Lt = 11.070$ with $n = 25$ and control class $Lo = 4.15 < Lt = 11.070$ with $n = 25$, and real level $\alpha 0.05$. Cause $Lo < Lt$ in both class. So, H_a was accepted. It means that experiment class and control class were distributed normal. It can be seen in appendix 22.

2) Homogeneity of Experimental and Control Class in Post-test

Coefficient of $F_{\text{count}} = 1.59$ was compared with F_{table} . Where F_{table} was determined at real $\alpha 0.05$, and different numerator $dk = N-1 = 25-1 = 24$ and denominator $dk N-1 = 25-1 = 24$. So, by using list of critical value at F distribution is got $F_{0.05} = 1.67$ It showed that F_{count}

$1.59 < F_{table} 1.67$ So, researcher concluded that variant from data of Students' vocabulary at SDIT Bunayya Padangsidimpun by experimental and control class was homogenous. Calculation can be seen on the appendix 20.

2. Hypothesis Test

After calculated data of post-test, researcher has found that post-test result of experiment and control class is normal and homogenous. Based on result, researcher used parametric test by using T-test to analyze hypothesis. Hypothesis alternative (H_a) of research was "There was significant effect of using realia media on Students' vocabulary mastery". Calculation can be seen on appendix 21.

Table 16
Result of T-test from Both Averages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
0,046	1,684	13,79	1,684

$$H_a : \mu_1 > \mu_2$$

Where:

$H_a : \mu_1 > \mu_2$ "There was a significant effect of using realia media on students' vocabulary mastery".

Based on researcher calculation, researcher found that t_{count} 0,046 while t_{table} 1.684 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 25 + 25 - 2 = 48$. Cause $t_{count} > t_{table}$ ($13,79 > 1.684$), it means that

hypothesis H_a was accepted and H_0 was rejected. So, there was significant effect of using realia media on Students' vocabulary mastery. In this case, mean score of experimental class by using realia media was 88.86 and mean score of control class was 84.14 by using conventional strategy. Calculation can be seen on appendix 20.

C. Discussion

Based on related findings, researcher discussed result of this research and compared with related findings. It also discussed with theory that has been stated by researcher. First, Sri Nardani, showed that experimental group got 70.5. Second, Wilda showed that experimental group got 71.24 for the mean score of pre-test. Wilda's pre-test result was higher than Sri result. Third, Nurmala showed that the experimental group got 61.5 for mean score of pre-test. Nurmala pre-test result was lowest than Sri's and Wilda's result.

Meanwhile, researcher got mean score of pre-test of experimental group was 49,56 and it was lowest pre-test result than Sri's and Wilda's and Nurmala result of related findings. From above description, it can be seen that highest mean score of pre-test of experimental group was gotten by Sri where mean score of pre-test was 70.5 and lowest mean score of pre-test of experimental group was gotten by researcher in his thesis where mean score of pre-test was 49,56. It means, before using realia media, students' score was low and for researcher,

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Based on result, the researcher has got significant effect of using realia media, so have researchers who mentioned in related finding. Nurmala found that t_0 was higher than t_t ($39.94 > 2.000$), Wilda found that t_0 was higher than t_t ($3.356 > 12.677$), Sri found that t_0 was higher than t_t ($1.69 > 1.677$). From description, t-test result from Nurmala was highest between Wilda's and Sri's result and t-test result from Sri was lowest among them.

Beside, researcher also found that t_0 is higher than t_t where t_0 was and 13,79 t_t was 1.684 ($13,79 > 1.684$). Where, researcher result of t-test was highest

among related findings result. So, result of realia media highest than result t-test of related findings. It can be seen that among researches, using of realia media gave effect to students' vocabulary mastery especially at IV grade of SDIT Bunayya Padangsidempuan where it is suitable with a research done by Chiarantano proved that using realia in English Foreign Language classroom more creative and active teaching-learning environment and promotes cultural understanding.¹ Besides that, students could active in their class, so that students easy in remembering what students were learned. This proofs show that realia media is suitable to be applied in teaching vocabulary because it has been proven by previous researches and theory. So, realia media has given significant effect to research that has been done by researcher, other researcher who mentioned in related finding.

From result of research that is previously stated, it was proved that students of experimental group who were taught vocabulary using realia media got better result than control group that were taught vocabulary by using conventional method.

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Researcher found threats of research as follows:

1. Students were not serious in answering pre-test and post-test. Some of them still did cheating. It made answer of test was not pure because they did not do it by themselves.
2. Students were noisy while learning process. They were not concentrating in following learning process. Some of them talked to their friends and some of them did something outside teacher's rule, of course it made them can not get teacher's explanation well and gave impact to post-test answer.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on result of research and calculation of data, researcher got conclusion that using realia media had the effect on students' vocabulary mastery at IV grade of SDIT Bunayya Padangsidimpuan. It could be seen from mean score of experimental and control class ($88.86 > 84.14$), and calculation of t_{count} was higher than t_{table} ($13.79 > 1.684$). It can be concluded that there was significant effect of using realia media on students' vocabulary mastery at IV grade of SDIT Bunayya Padangsidimpuan where H_a was accepted and H_0 was rejected.

B. Suggestion

Based on above conclusion, researcher has some suggestions as follow:

1. For headmaster, provide tools and media complete in teaching vocabulary. That students' increase to learning English with media.
2. For English teacher of SDIT Bunayya Padangsidimpuan, it is very wise to apply innovative approach such as realia media on students' vocabulary.
3. For students, it is hoped to use realia media, because it can make them to be active in discuss material.

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CURRICULUM VITAE



A. Identity

Name : Nursaada Simatupang
Reg. No. : 13 340 0101
Place/Birth : Simanosor/April, 20th 1995
Sex : Female
Religion : Islam
Address : Jl. SM. Raja Gg Nauli Sitamiang Baru
Padangsidimpuan

B. Parents

Father's Name : Mulia Simatupang
Mother's Name : Nurhamidah Siregar

C. Educational Background

1. Elementary School : SD Negeri 200403 Siharang-Karang (2007)
2. Junior High School : MTs Negeri 2 Padangsidimpuan (2010)
3. Senior High School : SMK Negeri 2 Padangsidimpuan (2013)
4. Institute : IAIN Padangsidimpuan (2017)

2. Natural occurring (around school : library/classroom)

Librarian



Stones



Flowers



Security guard



Reader



Rice plant



Water



Sand



Teacher



Tree



Grass



Students



Media Pembelajaran : alat-alat "Things around school" (classroom/library)

Media Pembelajaran : Using media media

Thema : lesson

Concept :

Clamp



Duster



Door



Map



Cupboard



Chair



Table



Black board



Chalk



Sharpener



Eraser



Ruler



Library Card



Book shelf



Bag



Waste Baske



Globe



Table cloth



Window



Vase



APPENDIX 1

TYPES OF REALIA

1. Man made (around school : library/classroom)

Dictionary



Color pencil



Drawing book



Book



Pencil



Pen



Pencil Case



Fines book

The image shows the cover of a 'Fines Book' with a table. The table has columns for 'No', 'Jenis Buku', 'No. Buku', and 'Jenis'. The table is partially filled with data.

No	Jenis Buku	No. Buku	Jenis
1	Novel	100	100
2	Novel	100	100
3	Novel	100	100
4	Novel	100	100
5	Novel	100	100
6	Novel	100	100
7	Novel	100	100
8	Novel	100	100
9	Novel	100	100
10	Novel	100	100
11	Novel	100	100
12	Novel	100	100
13	Novel	100	100
14	Novel	100	100
15	Novel	100	100
16	Novel	100	100
17	Novel	100	100
18	Novel	100	100
19	Novel	100	100
20	Novel	100	100
21	Novel	100	100
22	Novel	100	100
23	Novel	100	100
24	Novel	100	100
25	Novel	100	100
26	Novel	100	100
27	Novel	100	100
28	Novel	100	100
29	Novel	100	100
30	Novel	100	100
31	Novel	100	100
32	Novel	100	100
33	Novel	100	100
34	Novel	100	100
35	Novel	100	100
36	Novel	100	100
37	Novel	100	100
38	Novel	100	100
39	Novel	100	100
40	Novel	100	100
41	Novel	100	100
42	Novel	100	100
43	Novel	100	100
44	Novel	100	100
45	Novel	100	100
46	Novel	100	100
47	Novel	100	100
48	Novel	100	100
49	Novel	100	100
50	Novel	100	100
51	Novel	100	100
52	Novel	100	100
53	Novel	100	100
54	Novel	100	100
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