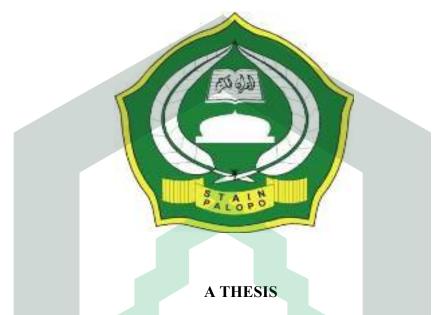# IMPROVING VOCABULARY THROUGH THE REAL OBJECT AT THE EIGHTH YEAR STUDENTS OF MTS. BATUSITANDUK

A THESIS

Submitted to the English Study Program of S1 Tarbiyah Department of State Collage for Islamic Studies of Palopo in Partial Fulfillment of Requirement for S.Pd Degree in English Education Study English

By,
DESI ANRIANI
REG. NUM. 09.16.3.0121

ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
THE STATE COLLEGE FOR ISLAMIC STUDY
(STAIN) PALOPO
2014

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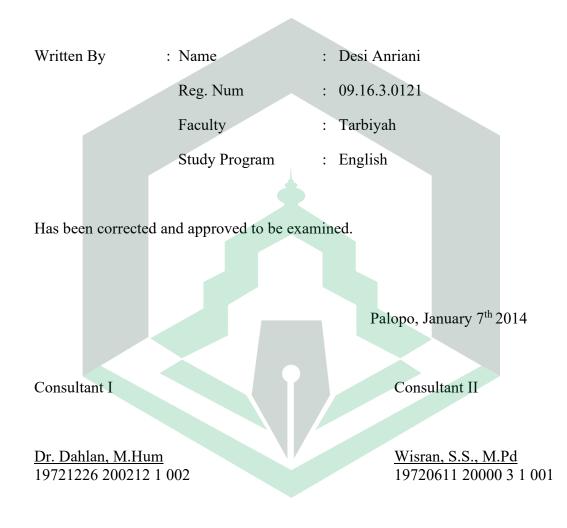
By,

DESI ANRIANI
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1. Dr. Dahlan, M. Hum
2. Wisran, S.S., M.Pd.

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
THE STATE COLLEGE FOR ISLAMIC STUDY
(STAIN) PALOPO
2014**

CONSULTANT APPROVAL

Thesis Entitled: Improving Vocabulary Through the Real Object at The Eighth Year Students of MTs. Batusitanduk

Written By   : Name   : Desi Anriani

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Has been corrected and approved to be examined.

Palopo, January 7th 2014

Consultant I   Consultant II

<u>Dr. Dahlan, M.Hum</u>   <u>Wisran, S.S., M.Pd</u>

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NOTA DINAS PEMBIMBING

Hal   : skripsi

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Kepada Yth.

Ketua Jurusan Tarbiyah STAIN Palopo

Di,-

      Palopo

Assalamu 'Alaikum Wr. Wb

Sesudah melakukan bimbingan skripsi mahasiswa tersebut di bawah ini:

Nama   : Desi Anriani

Nim   : 09. 16. 3. 0121

Program Studi   : Tadris Bahasa Inggris

Judul   : ***Improving Vocabulary Through The Real Object At The Eighth Year Students Of MTs. Batusitanduk***

Menyatakan bahwa skripsi tersebut, sudah layak untuk diujikan.

Demikian untuk di proses selanjutnya.

Wassalamu Alaikum Wr. Wb.

                                 Palopo, January 7th, 2014

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PRONOUNCEMENT

I have been at signature below:

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With all awareness and consciousness, the researcher who signs below, pronounces that this thesis is originally written by her self except the listed source. If somebody proved that this thesis is duplicated, copied or made by the other people as whole or partially, so this thesis will be the responsibility of the writer for low.

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The Researcher

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Finally, the researcher prays to the God, and may Allah SWT give reward to all of the people, who have helped the researcher. The researcher hopes this thesis can be useful for the other.

May God always bless us, Amin

Palopo, January 7th 2014

The Researcher

LIST OF CONTENT

TABLE OF CONTENT

APPENDIX I

PRE-TEST

Name :...

Class :…………………………….

Put the Words into the correct class and find out in your around !

No	Noun People	Things in the School Yard
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

APPENDIX II

Answer Of The Questions Pre-Test

a. Noun People

1. Baby = anak kecil
2. Boy = anak laki-laki
3. Bricklayer = tukang batu
4. Child = anak
5. Chairman = ketua, pemimpin
6. Farmer = petani
7. Driver = supir, pengemudi
8. Girl = anak perempuan, gadis
9. Government employee = pegawai negeri
10. Gardener = tukang kebun
11. Guest = tamu
12. Security = satpam
13. Headmaster = kepala sekolah
14. Instructor = pengajar, pelatih
15. Teacher = guru
16. Student = siswa, pelajar
17. Leader = pemimpin
18. Man = orang (lelaki)
19. Woman = orang (wanita)
20. Seller = penjual
21. Typist = juru tik
22. Merchant = pedagang
23. Parent = orang tua (ayah,ibu)

b. Things in the school yard

1. Stone = batu
2. Pohon = tree
3. Leaf = daun
4. Grass = rumput
5. Sand = pasir
6. Flower = bunga
7. Soil, land = tanah
8. Rubbish = sampah
9. Wall = tembok
10. Iron = besi
11. Mosque = masjid
12. Pole = tiang
13. Field = lapangan
14. Wood = kayu
15. Kertas = paper
16. Car = mobil
17. Motor = motorcycle
18. Ant = semut
19. Belt = lonceng
20. Chicken = ayam
21. Banana tree = pohon pisang
22. Banana = pisang
23. Coconut kelapa
24. Coconut tree = pohon kelapa
25. Helmet = helm
26. Jacket = jaket
27. Ladder = tangga
28. Fence = pagar

29. Floor = lantai

30. Net = jala, jaring

31. Bicycle = sepeda

APPENDIX III

POST-TEST

Name :…………………………………

Class :…………………………………

Put the Words into the correct class and find out in your around!

No	Parts of the Body	Things in the school/Classroom
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

APPENDIX IV

Answer The Questions Post-test

a. Parts of the Body

1. Hair = rambut
2. Ear = telinga
3. Neck = leher
4. Head = kepala
5. Forehead = dahi
6. Eyebrow = alis kening
7. Eye = mata
8. Nose= hidung
9. Cheek = pipi
10. Lip = bibir
11. Tooth = gigi
12. Mouth = mulut
13. Face = wajah
14. Shoulder = bahu, pundak
15. Back = punggung, belakang
16. Hand = tangan
17. Fingers = jari-jari tangan
18. Nail = kuku
19. Elbow = siku
20. Palm = telapak tangan
21. Arm = lengan
22. Knee = lutut, dengkul
23. Foot = kaki
24. Tongue = lidah
25. Chin = dagu
26. Beard = janggut
27. Nostril = lubang hidung
28. Skin = kulit

b. Things in the classroom

1. Book = buku
2. Bag = tas
3. Pen = pulpen
4. Pencil = pensil
5. Belt = ikat pinggang
6. Bracelet = gelang
7. Broom = sapu
8. Button = kancing
9. Table = meja
10. Desk = bangku
11. Chair = kursi
12. Calender = kalender
13. Clock = jam
14. White board = papan tulis
15. Marker = spidol
16. Dictionary = kamus
17. Picture = gambar
18. Door = pintu
19. Key = kunci
20. Mirror = kaca
21. Duster = penghapus
22. Dress = pakaian
23. Glass = kaca
24. Floor = lantai
25. Hat = topi
26. Peil = kerudung
27. Notebook = buku catatan
28. Ruler = penggaris
29. Shirt = baju

30. Table-cloth = taplak meja

31. Tie = dasi

32. Wall = dinding

33. Window = jendela

34. Watch = arloji

35. Dustbin = tempat sampah

36. Shoes = sepatu

ABSTRACT

Desi Anriani, 2014. ***Improving Vocabulary through the Real Object at the Eighth Year Students of MTs. Batusitanduk****. Thesis, English Study Program Department in the State Collage for Islamic Studies (STAIN) Palopo. This thesis supervised by Dr. Dahlan., M. Hum., as the first supervisor and Wisran, S.S., M.Pd as the second supervisor.

Key words   : Improving Vocabulary, and Real Object

This research aims to find out the appropriate way in improving vocabulary through the real object. The writer limit the discussion by stating the following problem statement: "To what extent does the real object improve the students' vocabulary at the eighth year students of MTs. Batusitanduk?"

This research applied pre-experimental research with one group of pre-test and post-test. This research was undertaken at the eighth year students of MTs. Batusitanduk in 2013/2014 academic year. The number of population were 139 students and the research took 18 students as samples using the purposive sampling technique. This research involves two variables, namely independent variable and dependent variable.

The instruments used in this research were vocabulary test which consist of just noun. Data analyzing is quantitative analysis. The research use "t" test formula by using t table with acceptability level criteria in 5% ($\alpha = 0.05$)

The result of analysis indicates that the use Real object is effective way to improve students' vocabulary ability, especially at the eighth class (VIII.D) in MTs. Batusitanduk. So, the null hypothesis was rejected and the alternative hypothesis was accepted.

CHAPTER I

INTRODUCTION

A. Background

English is very important for the people in globalization era. Furthermore English is very needed in developing countries commonly which used as communication tool internationally. In addition, English is needed in many things and aspect such as, trade, bussiness, science. Technology. Especially, the meeting of international level, seemingly in many countries, there are many institutional use English as the second language.

Realizing the importance of English, the Government of Indonesia through the department of national education has included English in the curriculum from elementary school until university degree.

There are many kinds of skills in English such as: listening, speaking, writing, and reading. One of the parts in learning is vocabulary. No language exist without vocabulary and has been directly linked to speaking and reading comprehension. And a person may be judged by others based on his or her vocabularies.

Vocabulary is a word that is understandable used by people in producing active communication. Vocabulary is very important aspect that must get special attention. One of the most important in learning English that is involved in mastery of language skills is vocabulary.

Understanding of vocabulary is generally regarded as an important part of learning a language or developing one's ability in a language learning acquired. Students are frequently taught new words as basic of a language learning some adults consider that formation of vocabularies is interesting and instructive activities.[1]

In teaching English there are many media that can be applied by the teacher. Such as, direct method, suggestopedia, visual, audio-visual, dramatize, audio and etc. In teaching method especially in teaching vocabulary we have to choose important word that always be used by the students. In this case the vocabulary for daily communication, or for human relation in the class particularly and acquitting generally.

In English teaching refers to any real objects we use in the classroom to bring the class to life. Many students have had bad experiences of learning English at school, and often remember their English lessons as being dull and repetitive. Using the real object and other visual aids will generate interest and help create an atmosphere conducive to learning.[2]

Real object for young learners are interesting when the teacher are going to teach English to the students especially at the junior high school. The students at junior high school are at the perfect age to learn a language and as visual learners,

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[1]Amelia Arifin, *ImprovingStudents' Vocabulary by Using Word Wall in the Seventh Year of SMP Negeri 2 Suli,* (A Thesis STAIN Palopo, 2007)

[2]Hamniar R, *The Use Of Realia In Improving Students' Vocabulary At The Sixth Year Students Of MI Datok Sulaiman Palopo.*(unpublished thesis) STAIN Palopo.

you should try to tap into their natural creativity bring in fruit, vegetables and lots of toys. Children love to role-play and enjoy playing games, so ask them to move animals onto tables, under tables, children can direct see object in around that. Make up group simple using toy or object in classroom or outdoor, and then the children can direct see and can play with use this object, the students will be enjoy their English lesson, and be motivated to learn.

The researcher would like to solve the students' problem in learning English especially vocabulary by improving their vocabulary mastery through the real object, because real object, the students experience and their understanding are large, and not easy to forget, more concrete in memorizing and the association of the students.

Related to the statements above, the researcher was interesting in conducting a research on title, " Improving Vocabulary Through The Real Object at the Eighth Year Students Of Mts. Batusitanduk".

B. Problem Statement

Based on the background above, the researcher formulated the problem statement of this research as follows:

" To what extent does the Real Object improve the students' Vocabulary at the Eighth year Students of Mts. Batusitanduk?".

C. Objective of the Research

The research question set above, the researcher states the objective of this research as follows: To find out the improvement of Students Vocabulary Through Real Object at the Eighth Year Students of Mts. Batusitanduk.

D. Significance of the Research

The researcher hopes that this research have some significance. In English teaching and learning process, especially in improving students vocabulary by using real object. There are two kinds of significance in this research: Theoretical and Practical.

1. Theoretically

a. The result of research can be used as an input in improving student's vocabulary

b. The result of the research, students can understand what teacher gives them to motivate student learning English and the researcher also help the students who are still lack of vocabulary.

2. Practically

a. The teacher can solve the students in learning vocabulary through real object.

b. The result help the teacher in improving the students' vocabulary.

E. Scope of the Research

The scope of the research only restricted on the discussion about improving students' vocabulary by using real object at the eighth year students of MTs.

Batusitanduk. The researcher limits the research to noun, concrete noun (people, parts of the body, things in the school/classroom and things in school yard).

Concrete noun refers to physical bodies which we use at least one of our senses to observe, or concrete noun is a word whose shape can be seen physically. Example: My sister designs a lot of *dress*.

Abstract noun is a word which cannot be seen, but can be imagined because abstract nouns are concept in the mind. On the other hand abstract noun refers to abstract noun refers to abstract object that is ideas or concepts. Such as Love, live, health, goodness, etc.[3]

F. Definition of Terms

To get general understanding about the aim of the title of this proposal, the researcher gives definition of terms as follows:

1. Real object is a collection of points which actually serves as a source of light rays in an optical system, Realia is a method that used in teaching vocabulary for students to stimulates the mind, and brings vocabulary to life like no other visual aid, because the students can touch it, fell it, and smell it.

2. Vocabulary is all word of words with their meanings and all the words in a language.

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[3]Siti fadhilah, *Teaching English Concrete Nouns Using Pictionary Game.* (Unpublished thesis, education faculty Walisongo: Semarang, 2010)

3. Improve is become or make better. Improvement is action or process of improving.[4]

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[4] Manser Martin, *Oxford Learner's Pocket Dictionary,* (New Edition; Oxford University Press, 1995), p. 216.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

In vocabulary this thesis, the researcher found some researcher which are closely related to this research, those researcher:

1. Rachma Bulan, (2007) found that the effectiveness of using picture in teaching vocabulary at SDN 91 Walenrang, Rachma bulan found that it means that different of two means of the sample are significance difference, the result indicates that using picture in teaching English vocabulary to the students especially the students of SDN 91 Walenrang.[1]

2. Nurdin, (2007) found that improving students vocabulary through direct method at the second year students of SMP Negeri.3 Malangke. He concludes that direct method is a good method in teaching vocabulary at the second year students of SMP Negeri 3 Malangke. And there was significance improvement to the students after direct method conducted.[2]

Based on previous researcher above, the researcher conducts an experiment, that will used Real Object method to improve vocabulary. It means that how to make

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[1]Rachma Bulan, *The effectiveness of Using Picture in Teaching Vocabulary at SDN 91 Walenrang,* Unpublished Thesis: 2007

[2]Nurdin, *Improving Students Vocabulary Through Direct Method at the Second Year Students of SMP Negeri 3 Malangke.* (unpublished thesis) STAIN Palopo.

the students to memorize vocabulary as many as possible although in different way. Therefore the writer interest to conduct a research about the use of Real Object in improving vocabulary especially for the students of Eighth year students of MTS. Batusitanduk.

B. *Vocabulary Skill*

1. The Definition of Vocabulary

In English dictionary, John M. Echols and Hasan Shadily stated that vocabulary means that all of the words in the world registered.[3] While in oxford dictionary dictionary, vocabulary is the total number of words in a language, words known to a person, list of words with their meaning, especially at the back of a book used for teaching a foreign language. Vocabulary is also a list of words with their meanings, especially at the back of a book used for teaching a foreign language.[4] In other hand, Gove point out that vocabulary is a sum of words of a language that employed by individual, group, or work in relation to a subject.[5]

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[3]John M. Echols & Hasan Shadily, *Kamus Inggris-Indonesia,* (Jakarta; PT. Gramedia Pustaka Utama, 1997), p. 631

[4]Martin H. Manser, *Oxford Learners' Pocket Dictionary,* (New Edition: Oxford University Press, 1995), p. 461

[5] Philip Babcock Gove, *Webster's Third New Intetrnational Dictionary,* (Massachusetts. C. Merriam Co, 1991), p. 56

According to Learner Dictionary, vocabulary is a list of words in alphabetical order with meanings for examples; added as a supplement to a book dealing with a particular subject.[6]

Napa writes that vocabulary is one of component or language and that no language exists without words. Words are signs or symbols for ideas. They are the means by which people exchange their thought. The more words we learn, the more ideas we should have so we can communicate the ideas more effectively.[7]

As we know that vocabulary as an essential thing of every languages consists of words. Words are sign or symbol for ideas. They are means for people to exchange and show their thought. The more word we learn, the more ideas we will have, and of course we can communicate to other people and express our ideas effectively.

Vocabulary is very necessary to study for the English language students. Jeremy Harmer states that vocabulary was seen as incidental to main purpose of language teaching, namely the acquisition of grammatical knowledge about the language.[8]

There are many concept of vocabulary, some of them:

[6]George Davidson, *Learners' Companion Series Vocabulary,* (Singapore: Learners Publishing, 2002)

[7]Pieter A. Napa, *vocabulary Development Skill.* (Oxford University : New York, 1991), p. 67.

[8]Jeremy Harmer, *The Practice of English Language Teaching,* (New York: Logman, 1991), p. 154.

a. Vocabulary is the stock of words used by a people, by a particular class or person.

b. Vocabulary is a list or collection of the words of a language, book, author, branch of science, or the like, usually in alphabetical order and defined.

c. Vocabulary is the words of language.

d. Vocabulary is the sum or scope of one's expressive technique, as in arts.[9]

Vocabulary as the content and function words of a language which are learned thoroughly that they because a part of child's understanding, speaking and later reading and writing vocabulary. The words having meaning when heart of seen even thought not produced by individual itself.[10]

Vocabulary as an essential component of all uses of language, because it would be impossible to learn a language without vocabulary of words.[11]

Vocabulary is a group of letter allied to one another so that became that word having a meaning with realized in our life in the case of reading and also conversation.

Vocabulary is one language elements that need to be acquired by English learners. This opinion indicates that vocabulary has the same level as phonology and grammatical in supporting the English learning to master a language skill mastery of

[9]Hamniar R, *The Use Of Realia In Improving Students' Vocabulary At The Sixth Students Of MI Datok Sulaiman Palopo.* (Unpublished thesis) STAIN Palopo, p. 9

[10]C. V. Good, *Dictionary of Education,* (New York: Mc. Graw Hill Book Company, 1959), p. 642.

[11]Michael H. Long and Jack C. Richard, *Methodology in TESOL: a book of Reading* (New York: Harper & Row Publisher Inc, 1967), p. 305.

the vocabulary (productive) is usually related to speaking and writing, because when someone speaks or writes the produce vocabulary. While, the mastery of receptive vocabulary is usually relate to reading and listening.

The areas of book are: learning vocabulary, learning grammar, listening, speaking, reading, and writing. In relation to teach, there are exercises that help you to reflect on how you are going about your learning. As an example, for vocabulary learning you are asked which method of learning you prefer-learning words by topic, by translating them into FL, by writing them down, and so on.

Although historically the importance of vocabulary has been minimized, some of the more recently published EFL course book have adopted a systematic approach to vocabulary learning and have become increasingly aware of the importance of developing vocabulary learning strategies Ruth Gairs.[12]

Based on the definition above, the researcher conclude that vocabulary is the list of words with meanings that used by a writer or speaker for teaching foreign language.

2.   **Function of Vocabulary**

In daily life to communicate with the other people, we use language to say something, to express our ideas, to express our telling, etc. both is spoken language or written language. Related to that statement above, we can conclude that words are very important to use in communication. By using words accompanied by rules of

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[12]Ruth Gairs, *Working With Words A Guide to Teaching and Learning Vocabulary,* (New York: 1968), p. 171.

language, our ideas, feeling, emotion thought can be expressed. Furthermore, the people can understand what they say to use. Communication cannot run well if we do not know or have a store of the vocabulary of the language.

The function of vocabulary is inseparable the language skills. In speaking, the people need words to communicate their thought, feeling or ideas to the other people.

Choosing words accurately and impressed as well as how people react them. In listening, we need vocabulary to understand what someone says through his/her words. In reading, it is very useful to understand the passage or the meaning of the text. In writing, is also important. Therefore, the writer should clearly and accurately in choosing words to express her ideas and principles to the readers.

3. Types of Vocabulary

Vocabulary is essential to learn language. We need to learn what words and how they are used. For learning activities, vocabulary divides in two kinds:

1) Receptive vocabulary refers to language items which can only recognize and comprehend in the context of reading and listening.

2) Productive vocabulary refers to be language items which the learner can recall and use appropriately in speech and writing.

Sometimes the learners are able to recognize and understand the vocabulary that teacher give to them but they find difficult to recall or do not know sufficiently well to use accurately. Though native speakers, receptive vocabulary far exceeds productive vocabulary. An educated speaker is able to understand between 45.000

and 60.000 items although no native speaker would pretend that his productive vocabulary would approach this figure.

In addition above, Below are the titles of our other advice sheets about vocabulary learning. Each one suggests useful materials and tips for vocabulary learning. Just look at the ones which match your own aims or interest.

4. Some Learning and Strategies of Vocabulary

a) Learning Vocabulary from List/ Text book

Do you prefer to learn vocabulary from list or English language textbooks rather than from your normal daily reading or listening? This advice sheet refers you to some of the wordlists and textbook currently available.

b) Learning Vocabulary from Reading or Listening

One of the best ways to increase your vocabulary is to read or listen as much as you can. If you prefer to learn vocabulary from your normal reading or listening rather than using specially prepared wordlists, this advice sheet suggests some learning tips that may be useful.

c) Learning Vocabulary for Speaking and Writing

This advice sheet will be useful if you want to use new vocabulary in your writing or speaking, but find that words which you 'know' are not available when you need them.

d) Learning parts of words (word building)

This advice sheet focuses on learning prefixes, suffixes and common roots of English words (e.g. re-, -ment and –duct-). This will be useful if you are interested

in guessing the meaning of new words, especially words which originally came from Latin (e.g. eject) or Greek (e.g. biography).

e) Learning Phrase or Idioms

This advice sheet suggest material for learning vocabulary that consist of more than single word, i.e. phrases, phrasal verbs, idioms, proverbs etc.

There are two types of vocabulary, these are: Active vocabulary refers to vocabulary that has been learned by the students and they are expected to be able to use and Passive vocabulary refers to words which students will recognize when they find them but they will probably not be able to produce.[13]

Based on the explanation above, the researcher can concludes that vocabulary is not only to be known but it have to be understand and be applied because without vocabulary, we cannot say something to express our idea.

5.   **Teaching Vocabulary**

Vocabulary teaching and learning were often given little priority in second language program, but recently there has been a renewed interest in the nature of vocabulary and its role in learning and teaching. Traditionally, vocabulary learning was often left to look after itself and received only incidental attention in many textbook and language.

Hunt and Beglar discuss three approaches to vocabulary teaching and learning: incidental learning (learning vocabulary as a by-product of doing other

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[13]Jeremy Harmer, *The Practice of English Language Teaching.* (London: Longman Group; 1991), p. 159.

things such as reading or listening), explicit instructions, and independent strategy development. A major source of incidental learning is extensive reading, which Hunt and Beglar recommend as a regular out-of-class activity. Explicit instruction depend on identifying specific vocabulary acquisition targets for learners. Information is now available on what such targets should be for learners at different proficiency levels.[14]

Vocabulary can be defined, toughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word: for example, post office and mother-in-low.[15]

In their collection of articles on the teaching of vocabulary, Carter and McCarthy suggest that the following questions are constantly asked by teachers and students:

(1) How many words provide a working vocabulary in a foreign language?

(2) What are the best words to learn first?

(3) Are some words more difficult to learn that others? Can words be graded for ease of learning? Etc.[16]

Based on the explanation above, the research concludes that vocabulary teaching and learning can gave many information, and the researcher can know that

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[14]Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching An Anthology of Current Practice,* Cambridge University Press, p. 255-256.

[15]Penny Ur, *A Course in Language Teaching Practice and Theory,* Cambridge University Press. First published 1996, p. 60.

[16]David Nunan, *Language Teaching Methodology A Textbook for Teacher,* Prentice Hall New York London Toronto Sydney Tokyo Singapore, p. 116.

vocabulary teaching and learning not only as a by-product of doing other things but as a regular out of class activity.

6. Some technique in teaching and memorizing Vocabulary

There are some activities which are designed to each and practice words, they are:

    a. Demonstrative the real object

    b. Showing some pictures

    c. Singing a song

    d. Creating some words (fun with English program, telling process)

In this case the writer test want to the choose the fourth technique in doing the research, that is creating some words (fun with English program, telling process, etc).

There are three activities which are designed to teach practice word, they are:

    a) Presentation

There are many occasion when some form of presentation or explanation is best way to being new into the classroom, such as pictures, realia, contras mime, action and gesture, enumerations, explanations, and translations.

    1. Picture

Bringing a pen into the classroom is not a problem. Bringing in a card, however. One solution is the use of pictures.

Picture can be board drawings, will pictures and charts, flashcards, magazine picture and any other non-technical visual representation. Pictures can be used to explain the meaning of vocabulary items: teachers can draw things on the board or bring in pictures. They can illustrate concept such as above and opposite just as easily as hats, coasts, walking sticks, cars, smiles, frowns, etc.

2. Realia

One way of prenenting words is to bring the things they present into the classroom- by bringing "realia" into the room. Words like 'postcard', 'ruler', 'pen', 'ball', etc. can obviously be presented in this way. The teacher holds up the object (or points to it) says the word and then gets students to repeat it. There are Realia : Model, specimen (example), manipulative (map, doll)

3. Mime, action and gesture

It is often impossible to explain the meaning of words and grammar either through the use of realia or in pictures. Actions, in particular, are probably better explained by mime. Concepts like running or smoking are easy to present in this way; so are ways of walking, expressions, prepositions, ('to', 'towards', etc). and times (a hand jerked back over the shoulder to represent the past).

4. Contrast

We saw how words exist because of their since relations and his can be used teach meaning. We can present the meaning of 'empty' by contrasting it with 'full', 'cold', by contrasting it with 'hot', 'big', by contrasting it with 'small'. We may

present these concepts with pictures or mime, and by drawing attention to the contrasts in meaning us unsure our students' understanding.

5. Enumeration

Another sense relation we looked was that of general and specific words. We can use this to present meaning. We can say 'clothes' and explain this by enumerating or listing various items. The same is true of 'vegetables' or 'furniture', for example.

6. Explanation

Explaining the meaning of vocabulary items can be very difficult, especially at beginner and elementary levels. But with more intermediate students such a technique can be used. It is worth remember that explaining the meaning of a word must include explaining any facts word use which are relevant. If we are explaining the meaning of 'mate' (= friend) we have to point out that it is a colloquial word used in informal contexts and that it is more often used for females.

7. Translation

Translation is a quick and easy to present the meaning of words but it is not without problems. In the first place it is not always easy to translate words. And in the second place. Even where translation is possible. It may make it a bit too easy for students by discouraging them from interacting with the words. Where translation can quickly solve a presentation problem it may be good idea, but we should bear in mind that a consistent policy towards the use of the mother tongue is helpful for both teacher and students.

All of these presentation techniques either singly or in combination are useful ways of introducing new words. That must be remembered with vocabulary material. We should not introduce words without making sure that students know how they are said. Not only will this mean that they can use the words in speech, it will also help them to remember the words.

There are number of ways of ways of presenting the sounds of words:

a. Through modeling. Just as with structures the teacher can model the words and then get both choral and individual repetitions. When the teacher is modeling the word he or she can use gesture, etc. to indicate the main stress in the word.

b. Through visual representation. When teacher write up new words on the board they should always indicate where the stress in the words is.

b) Discovery

Discovery techniques from simple matching task to more complexes understanding of connation and context, such as : adjectives, part of the body (word network), around the house (work network), ways of moving, fear.

c) Practice

Using new vocabulary, this is known in real communication, so it would not be forgotten easily.

One of the problems of vocabulary teaching is how to select what words to teach. Dictionaries for upper intermediate students frequently have 55.000 words or more and three may be many meanings for a word.

Language is collection of words. Therefore, if we will study about a language, we have to memorize its vocabularies. The list of words in English more than 50.000 (it has not been included derivation yet). According to Anderson (Indonesia-English dictionary) who was arranged by John M. Echolas and Hasan Shadily contained 12.000 words only.

The problem is how to absorb many words into our mind? Where is English teaching in Junior High School about four hours each week it does?

Not study vocabularies only but include another thing, such as grammar, reading comprehension, conversation, etc,

It is impossible thing if have to memorize all English vocabularies. All linguists have the same opinion that to be able to read and simple speaking 35.000 words are enough because another words is seldom used in speaking.

How memorize words effectively? It is not a secret anymore if most of graduation of senior high school has low capability of English vocabulary. Some method show to increase vocabularies as follows:

Memorize 5-10 words everyday in free time.

Control vocabularies by card system. It means by writing 5 or 10 words in small cards.[17]

Based on the definition above, the researcher concludes that control memorize by card very effective to improve vocabulary can use in speaking,

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[17]Sri Dewi Puspita, *Teaching Vocabulary through Picture Story at the Eighth year Students of SMP PMDS putra Palopo.* (unpublished thesis) STAIN Palopo.

vocabulary just not writing and reading, but we must think about what you speak and write, the researcher can improve think imagination with control vocabulary.

7.   Vocabulary Selection

Teaching vocabulary is an important part of language and it must be done carefully. The English teacher should know which words are important to learn because many will not be useful to the students. Useful words are the word that occurs frequently in everyday English.

To select the important vocabulary, means that we choose the actual words that can used by the students in this case, before teaching it, the teacher should select the vocabulary students' need.

The vocabulary needed by the students is the vocabulary that can be used for the language performance. For example: vocabulary for thinking, for communication, or for human relation in the class particularly and accept generally. For the selection of vocabulary, the learning process is more efficient.

A general principle of vocabulary selection has been that of frequently. We can decide which words we should teach based on how frequently they are used, are the ones we should teach first.

Primary criteria for the selection of vocabulary for auxiliary or support instruction in English should be the student's deed to know the word, the opportunities the students will have to use and repeat them, and the extend to which the student are also can be interest in the word's referents their relevance. These are criteria which the vocabulary selection of no commercially available ESL (English

Special Language) material in completely statispy for specific students in specific context. Fully relevant content in language that is need as a medium for learning must be select, arranged in sequence, though by educator within than content who are sensitive to their students specific need, opportunities, and interest. To repeat, one primary consideration in vocabulary selection is the content vocabulary of whatever subjects are being studied in English. The need to know these is these readily apparent, opportunities to use and repeat them are built into the content lessons, and interest in any subject will surely be enhanced by better understanding of the which conveys it.

Therefore, an English teacher in this case deeds to rely on certain of vocabulary selection in order to meet the of various goals and conditions. In connections with reading materials, selection of vocabulary should be considered by the teacher especially for the first stage of English instructions.

The teacher should relate the vocabulary to the first stage of English instructions. The teacher should relate the vocabulary to the particular situation where is going to be use.

C. Theoretically Foundation and Practical Use of Learning Media

Theoretically, the use of media in the learning process is intended to improve the quality of learning achievement. In other words, the process of learning to be effective, interactive, and efficient. In practical learning media, both the old technology, new york or simple, does not mean making the process of learning

becomes less human (dehumanization)or displacing the role of the learner, but the opposite is very positive media presence, as long as learners continou to use the approach to humanism in leraning, and can take advantage of the media.

Technologycally, advanced science and technology, particuularly in technology and electronocs, causing improve variety of learning resource and instructional media, such as photographs, slides, film, video, computer, tape recorder, text books, teaching material and others. All types of technologies can be utilized to streamling the learning process.

D. *The Role of Media in Teaching and Learning*

New technologies, especially multimedia have an increasingly important role in the learning process. Many people believe that multimedia will be able to bring us the learning situation in which learning with the effort would be replaced by learning with fun, creative, not boring would be the right choice teachers.

Systematic educational institutions like the the family institution, religion, school, and scout. From the description indicates that the proficiency level of media presence has affected all aspects of life, including our education system, albeit in varying degrees.

Thus, the learning outcomes are determined by various factors that influence it one of the factors that exist outside the individual is the availability of instructional media that provide convenience for individuals to learn the instructional material, resulting in better learning. In addition, learning style or learning style is a

characteristic cognitive, effective, and behavioral psikomotoris, which acts as an indicator of relative stability for the learner who feels connected to each other and react to the learning environment.

According to Gerlac and Ely, the role of media in teaching and learning asserted that there are three to special owned media namely:

1. The media has the ability to capture, store, and display the return of an object or event.

2. The media has the ability to display the ability to display the returned objects or events with a variety of ways tailoredto the needs, and

3. The media has the ability to display something for objects or events that contain meaning.

Similarly, points out the function or role of media in teaching and learning include:

a. Generating interest or motivations

b. Drawing the attention

c. Overcoming the limitions of space, time and size

d. Enables students to learnt, and

e. Making provision of stimuly for learning.

E. Media

1.   Definition of Media

Media is something which can give message and stimulate the brain of the students, their feeling and desire so in learning process the use media creatively can objective that will be got.[18]

Media is a set of helping tool or object which can be used by the teacher or educator to communicate with the students.

From the definition above, the researcher can conclude that media is a tool transfer message and also can stimulate one's mind, feeling and audience wishes (students) so it can encourage learning process on the students themselves.

2.   The function of Media

One of the main function learning media is as a helping tool of teaching that also influences atmosphere, condition and learning circumstance arranged and created by teaching.

According to Asnawir and Usman that the functions of media are:

a. Media can overcome the limited of experience, which is had by the students.

b. Media can overcome classroom

c. Media can make the direct interaction between students and environment.

d. Media can result variety observation.

e. Media can increase new desire and interest.

f. Media can increase the motivation and stimulate students to study.

[18]Asnawir and Usman, *Media Pembelajaran,* (Cet.1; Jakarta: Ciputat Pers, 2002), p. 11

g. Media can give integral experience from the concrete to the abstract think.

Media is a tool help teacher in teaching learning process it means that it is only as a tool who can give a visual experience to the students in giving the students motivation make clear and make easier the complex concept and abstract to be simple.

3.   **Kinds of Media**

Classified media into four kinds namely:

a. Visual

Visual aids are things that can be seen. For example film strip, transparencies, micro projection, blackboard, picture, globe and real object.

b. Audio-Visual

Audio-visual aids can be listened and signed, example: film and television.

c. Dramatize, example: role play, socio-drama, pantomime, and so on.

d. Audio

Audio aids just can be distended, for example: photograph, recorder, tramples, electronic, and radio.

F. *Real Object*

1. Definition of Real Object

Real object is real things which can be seen and also touch. An object is just a thing that we've distinguished from the rest of the universe. On the other definition, something we feel, smell, taste, see, or hear is real object.[19]

a. Reality

Reality is something we feel, smell, taste, see, or hear. But then again all these sensations are electrical impulses that is relayed to our brain and our brain interpretation those impulses. If that is true than something that is real is really our interpretation of impulses. I think reality is based on consensual and shared interpretation.

So, to define what a real object is not very easy or even possible to do. I also thought it was funny to describe the fourth dimensions as time in defining an object. I mean what exactly does that mean, my table or photograph isn't got a clock on it last true I checked.

b. Object

Object are key to understanding object-oriented technology. Look around right now and you'll find many examples of real word objects: television set, school, tree, meatball, desk, animals, food, fruits, people,[20] etc.

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[19]Abdul Cahya, *A Study on Teaching Vocabulary Implemented by Real Object at Seventh Grade Student of SMP neg 2 Rejoso* (http://abdul-cahya.blogspot.com/0). Accesses on 24th july 2011.

[20] *http; // en. Wikipedia. Org/ Wiki/ Real, Image, On July 2012*

From those definitions above, the concluded that apparently real object is everything kinds of object in our life, we can show and able for to touch.

2. **Kinds of Real Object**

As we know that real object is something we can felt, smelt, tasted, or heard. So the real object here are:

a) Picture, picture can be seen and touched by see the picture we can know what picture is.

b) Things, things can be seen, felt, smelt, tasted, heard and also touched.

3. **Real Object as a Media**

As a media, real object can use direct with see objects are around, for examples: we can use object in classroom or outdoor as instrument. Because with using media, teacher can give information to students well and make activities the students is real although the learn can be happen.

One of teaching aids that could be used to teach or reinforce some language skills are real object. First of all, real object could be used to teach some grammatical structures. Secondly, since they are more vivid than words, they are much easier to recall than words. Therefore, real object could be used to teach vocabulary. Thirdly, certain kinds of real object can be used to develop and sustain motivation. Last, could be used to produce positive attitudes toward English. The kinds of real object vary. Those tools instructional media if those tolls are give contribution in education environment.

Without real object the word today would not be as meaningful as it now. Real object crystallizes ideas and from much of the basis of thinking successful planed teaching depends upon the effective use.

G. *Conceptual Framework*

Vocabulary is an important thing in language. It would be impossible to learn vocabulary without words. It can be presented, explained in all kinds of activities, but it must be learned by the individual. Vocabulary is one important thing on language. By having enough vocabularies people can be easily to make sense in teaching vocabularies.

The students' vocabulary can increase by using real object through direct interaction. Teacher ask them to stick some words on the real object to make easy memorize the vocabularies because they can always see the object in the around that, when they are in the classroom or when they are in school yard.

Based on the statement above the researcher focuses on the use of real object in teaching vocabularies in which in they are introduced by using real object. The researcher hopes by using real object can improve the students' vocabulary. The conceptual framework in this research is shown in the diagram as follow:

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        ┌─────────────────────┐
        │   Students of MTs.  │
        │    Batusitanduk     │
        └─────────────────────┘
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H. *Hypothesis*

Based on the literature above, the researcher considers the use of real object can stimulate, guess, and devise easily the meaning of the new words. So, the hypothesis is in this research is formulated as follow:

1. Null hypothesis (H_0): Teaching vocabulary using real object is not effective way to improve students' vocabulary of MTs. Batusitanduk.

2. Alternative hypothesis (H_a): Teaching vocabulary using real object is effective way to improve students' vocabulary of MTs. Batusitanduk.[21]

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[21] Subana & Sudrajat, *Dasar-Dasar Penelitian Ilmiah,* (Bandung: Pustaka Setia, 2005), p. 173.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

This research use pre-experimental design by using experiment class. The class gave real object in teaching vocabulary.

This research use design pre-test and post-test. The design of the research show as follows:

$$E = O_1 \ X \ O_2$$

Where :

O_1 = Experiment

O_1 = Pre-test

X = Treatment

O_2 = Post-test.[1]

The aim of pre-test to know the students' ability to master vocabularies before giving real object method. After that, the researcher gave treatment about real object method. Furthermore, the students were given post test to know their ability in mastering vocabularies after applying real object method. It aims to find out whether the use of real object can improve vocabularies of students.

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[1]Suharsini Arikunto, *Prosedur Penelitiann,* (Jakarta: Rineka Cipta, 2001), p. 84

B. Variables

This research consist of two variables namely:

1. Independent variable is Real Object

2. Dependent variable is students' vocabulary mastery.

C. Population and Sample

1. Population

The population of the research in the eighth year students of MTs. Batusitanduk in 2013/2014 academic year. It consists of 139 students, distributed into four classes.

Class	Students				Population
	V111 A	V111 B	V111 C	V111 D	
The eighth class	40	39	42	18	139

2. Sample

The researcher took sample using purposive sampling. The researcher took 39 students as the sample. The reason why took the class V111 D as a sample because based on the observation when the researcher taught there because the students' vocabulary of class V111 D are still lower that class V111 A, V111 B, and class V111 C. that's why, the researcher choice the class V111 D to increase the students vocabularies by using real object method.

D. Instrument of the Research

In this research, the researcher used pre-test and post-test.

1. Pre-test consists of noun vocabulary (concrete noun), Example: things, people, and things in school yard. The aim of pre-test is to know students ability to master vocabularies before treatments.

2. Post-test is consists of noun too, Example: parts of the body, things in the school/ classroom.

For this test, the researcher gives some questions about vocabularies, for example:

a. Pre-test (Concrete Noun)

  1) Things

  2) People

  3) Things in school yard

b. Post-test (Concrete Noun)

  1) Parts of the body

  2) Things in the school/ classroom

E. Procedure of Collecting Data

The procedure of collecting data as follows:

1. Giving Pre-Test

The researcher distributes pre-test to the experimental class, and it intends to know the students' prior knowledge of vocabulary. It will take 45 minutes to finish the test.

2. Giving Treatment

The research conducted treatment for seventh meetings. The steps are as follows:

a. The first treatment conducted on the first meeting. The researcher explained to the students about "real object" in teaching vocabulary.

b. The second treatment conducted on the second meeting. The researcher asked to the students to use a real object to the experimental class.

c. The third treatment conducted on the third meeting. The researcher taught word about "things and people" to the students' by using real object to the experimental class.

d. The fourth treatment conducted on the fourth meeting. The researcher taught word about "things in school yard" to the students' by using real object to the experimental class.

e. The fifth treatment conducted on the fifth meeting. The researcher taught word about "parts of the body" to the students' by using real object to the experimental class.

f. The sixth treatment conducted on the sixth meeting. The researcher taught word about "things in the school/classroom" to the students' by using real object to the experimental class.

3. Giving Post-test

After giving treatment, the researcher gave post-test to the experimental class. This test was to know the ability of students' vocabulary. It took 45 minutes to do the best.

F. Data Analysis Technique

The data collected through pre-test and the post-test. Data will be analyzed quantitatively by using statistical computation. The procedure in using quantitative analysis was formed as follow:

1. Scoring the students' correct answer by the following formula:

$$score = \frac{students'\,correct\,answer}{total\,number\,of\,test}\,x100$$

2. Classifying the students' scores by using percentage as cited below:

$$P = \frac{F}{N}\,x\,100$$

Where:

P   : Percentage

F   : The Cumulative Frequency of Subjects

N   : Total Number of Subject

3. Calculating the mean score of the students:

$$X = \frac{\Sigma X}{N}$$

where:

X = mean score

Σx= Total score

N= total sample

4. To understand the level of the student' score the following classification where used:

a. Excellent   = 9.5 – 10   is classified as excellent

b. Very good   = 8.6 – 9.5   is classified as very good

c. Good   = 7.6 – 8.5   is classified as good

d. Fairly Good   = 6.6 – 7.5   is classified as fairly good

e. Fairly   = 5.6 – 6.5   is classified as fairly

f. Fairly Poor   = 3.5 – 4.5   is classified as fairly poor

g. Poor   = 0 – 3.5   is classified as poor[2]

5. Calculating the standard deviation of students' pre-test and post-test the researcher apply the following formula:

$$SD = \sqrt{\frac{SS}{N}}$$

Where:

SD = Standard Deviation

SS = The sum Square

N = Total Sample.[3]

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[2]Rachma Bulan, *the effectiveness of using picture in teaching vocabulary at SDN 91 walendrang,*(Unpublished Thesis) STAIN Palopo 2007. p.34

[3] Amelia Arifin, *opcit.,* p. 45

6. Finding out the difference between the pre-teat and post-test of the students' ability in vocabulary by calculating the value of t-test for non independent sample :

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 (\sum D)^2}{\frac{N}{N(N-1)}}}}$$

Where:

t = Test of significance

$\overline{D}$ = Standard Deviation

$\sum D^2$ = The sum of D square

$(\sum D)^2$ = The square of sample $\sum D$

N = The number of sample

1 = Constant number[4]

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[4] Arikunti, *Prosedur Penelitian*, (Jakarta: PT. Rineka Cipta, 1992), p. 327.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two parts. The first part is finding of data analysis and the second is discussion.

A. Finding

In collecting data, the researcher used test namely pre-test and post-test. Pre-test was given before the treatment and post-test was given after treatment.

Table 4.1

The students' result of vocabulary pre-test

Respondent	Noun People (20)	Things in the school yard (20)	Total Correct Answer	Score
01	7	12	19	4.7
02	8	17	25	6.2
03	8	19	27	6.7
04	8	20	28	7.0
05	8	18	26	6.5
06	8	20	28	7.0
07	8	19	27	6.7
08	8	20	28	7.0
09	8	20	28	7.0
010	9	8	17	4.2
011	3	9	12	3.0
012	9	20	29	7.2

013	7	19	26	6.5
014	8	20	28	7.0
015	8	20	28	7.0
016	8	19	27	6.7
017	7	18	25	6.2
018	8	19	27	6.7
N=18			**455**	**113.3**

Based on table 4.1, the mean score of pre-test.

$$\overline{X} = \frac{\sum X}{N}$$

$$= \frac{455}{18}$$

$$= 25.2$$

After calculating the result of vocabulary pre-test, we can classify the students' score at the following table:

Table 4.2

The Rate Percentage of Students' Score of Pre-Test

No.	Classification	Score	Frequency	Percentage
1.	Excellent	9.5 – 10	-	-
2.	Very Good	8.5 – 9.5	-	-
3.	Good	7.6 – 8.5	-	-
4.	Fairly Good	6.6 – 7.5	11	61%
5.	Fair	5.6 – 6.5	4	23%
6.	Poor	3.6 – 4.5	2	11%
7.	Very Poor	0 – 3.6	1	5%
	Total		**18**	**100%**

The table above shows that from 18 students 11 students (61%) there were in "Fairly Good" classification, 4 students (23%) there were in "Fair" classification, 2 students (11%) there were poor, and 1 (5%)students in "Very Poor"classification, and no one was in "Good, Very Good, and Excellent". It means that the students there were law of vocabulary before having treatment.

Table 4.3

The Students' Result of Vocabulary Post-Test

Respondent	Noun(parts of the body) (20)	Things in theclassroom (20)	Total Correct Answer	Score
01	19	20	39	9.7
02	16	7	23	5.7
03	20	20	40	10
04	14	20	34	8.5
05	20	20	40	10
06	20	14	34	8.5
07	20	20	40	10
08	20	10	30	7.5
09	20	17	37	9.2
010	16	17	33	8.2
011	20	18	38	9.5
012	19	20	39	9.7
013	20	20	40	10
014	20	10	30	7.5
015	19	20	39	9.7
016	20	19	39	9.7
017	20	20	40	10
018	20	20	40	10
N= 18			655	163.4

Based on table 4.3, the mean score of post-test.

$$\overline{X} = \frac{\sum X}{N}$$

$$= \frac{655}{18}$$

$$= 36.3$$

After calculating the result of vocabulary post-test, we can classify the students' score at the following table :

Table 4.4

The Rate Percentage of Students' Score of Post-Test

No.	Classification	Score	Frequency	Percentage
1.	Excellent	9.5 – 10	11	61 %
2.	Very Good	8.5 – 9.5	3	17 %
3.	Good	7.6 – 8.5	3	17 %
4.	Fairly Good	6.6 – 7.5	-	-
5.	Fair	5.6 – 6.5	1	5 %
6.	Poor	3.6 – 4.5	-	-
7.	Very Poor	0 - 3.6	-	-
	Total			100%

The table 4.4 shows that from 18 students 11 students (61%) was in "Excellent" classification, 3 students (17%) there were in "Very Good" classification, 3 students (17%) there were in "Good", 1 students (5%) there were in "Fair". No one was in "Fairly Good and Poor" classification. It means that real object can improve the students' vocabulary.

Table 4.5

The Students' Result of Both Vocabulary Pre-Test and Post-Test

Respondent	Pre-Test		Post-Test		Deviation	
	X_1	$X_1{}^2$	X_2	$X_2{}^2$	$D=(X_2-X_1)$	$D^2=(X_2-X_1)^2$
01	4.7	22,09	9.7	94,09	5	25
02	6.2	38,44	5.7	32,49	-0,5	0,25
03	6.7	44,89	10	100	3,3	10,89
04	7.0	49	8.5	72,25	1,5	2,25
05	6.5	42,25	10	100	3,5	12,25
06	7.0	49	8.5	72,25	1,5	2,25
07	6.7	44,89	10	100	3,3	10,89
08	7.0	49	7.5	56,25	0,5	0,25
09	7.0	49	9.2	84,64	2,2	4,84
010	4.2	17,64	8.2	67,24	4	16
011	3.0	9	9.5	90,25	6,5	42,25
012	7.2	51,84	9.7	94,09	2,5	6,25
013	6.5	42,25	10	100	3,5	12,25
014	7.0	49	7.5	56,25	0,5	0,25
015	7.0	49	9.7	94,09	2,7	7,29
016	6.7	44,89	9.7	94,09	3	9
017	6.2	38,44	10	100	3,8	14,44
018	6.7	44,89	10	100	3,3	10,89
N = 18	$\sum(X_1)=$ 113.3	$\sum(X1)^2=$ 540974.96	$\sum(X_2)=$ 163.4	$\sum(X2)^2=2$ 274003.7	$\sum D=$ -51.1	$\sum D^2=$ 187.49

For knowing the standard deviation of pre-test and post-test the writer used the data from table 4.5 above:

1. Standard Deviation of Pre-Test

$$SD = \sqrt{\frac{SS}{N}}$$

$$SS = \sum(X1)^2 - \frac{\sum X^2}{N}$$

$$= 540974.96 - \frac{(113.3)^2}{18}$$

$$= 540974.96 - \frac{12.836}{18}$$

$$= 540974.96 - 0.71311$$

$$= 54.0974$$

$$SD = \sqrt{\frac{SS}{N}}$$

$$= \sqrt{\frac{54.0974}{18}}$$

$$= \sqrt{3.00542}$$

$$= \sqrt{1.73361}$$

$$= 1.311$$

2. Standard Deviation of Post-Test

$$SD = \sqrt{\frac{SS}{N}}$$

$$SS = \sum(X1)^2 - \frac{\sum X^2}{N}$$

$$= 274003.7 - \frac{(163.4)^2}{18}$$

$$= 274003.7 - \frac{(26699.56)}{18}$$

$$= 274003.7 - 1483.310$$

$$= 272520.39$$

$$SD = \sqrt{\frac{SS}{N}}$$

$$= \sqrt{\frac{272520.39}{18}}$$

$$= \sqrt{15140.02}$$

$$= \sqrt{15104.41}$$

$$= 122.9$$

3. Looking for Test of Significance

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 (\sum D)^2}{N}}{N(N-1)}}$$

$$D = \frac{\sum D}{N}$$

$$= \frac{-51.1}{18}$$

$$= 2.838$$

$$= \frac{2.838}{\sqrt{187.49 - \frac{(-51.1)^2}{18}}}$$

$$= \frac{2.838}{\sqrt{187.49 - \dfrac{2611.21}{18}}}$$

$$= \frac{2.838}{\sqrt{187.49 - \dfrac{(2611.21)}{18}}}$$

$$= 145.06$$

$$= \frac{2.838}{\sqrt{187.49 - 145.06}}$$

$$= \sqrt{42.43}$$

$$= 6.51$$

The result of students' vocabulary pre-test and post-test after calculating them presented at following table:

Table 4.6

The Mean Score and Standard Deviation of Students'

Pre-Test and Post-Test

No	Types of Test	Mean Score	Standard Deviation
1	Pre-Test	25.2	1.311
2	Post-Test	36.3	122.9

The data of table above shows that the mean score of the students' pre-test was 25.2 and the mean score of students' post-test was 36.3. Standard deviation of pre-test 1.311, and standard deviation score post-test was 122.9.

In order to find out the degree of freedom the writer used the following formula:

$$Df = N - 1$$

Df = degree of freedom

N = total sample

So, the result is:

Df $= N - 1$

     $= 18 - 1$

     $= 17$

Based on the T-table, level of significance (P) = 0.5 with $df = 17$ the writer found $t_1 = 2.11$

From the result above, the writer found t_o is bigger than t_1 $6.51 > 2.11$

T. table (N-1)

df 5% = 2.11

df 1% = 2.89

4. Interpretation toward the Result of Hypothesis Test

The interpretation toward test hypothesis correlated with the problem statement, namely: there is significant between the students' vocabulary before giving real object and after giving real object at the eighth year students of MTs. Batusitanduk. The writer gives interpretation as the steps hypothesis test, as follows:

a. H_a : Teaching vocabulary by using real object is effectively way to improve students vocabulary of MTs. Batusitanduk.

H_o : Teaching Vocabulary by using real object is not effectively way to improve students vocabulary of MTs. Batusitanduk.

b. Standard of Significant : 5%

c. Criteria of hypothesis accept thesis

$t_o \geq t_t$: Rejected null hypothesis

$t_o < t_t$: Receive null hypothesis

As we shown that $t_o = 12.29 \geq t_t = 6.51$. So, is rejected, and based on critical area. Rejected H_o if a < sig, because the writer has got the result a = 5% (2.11) and 1% (2.89). So, H_o is rejected. Those are indicated in standard of signification 5% population mean score of vocabulary standard level before and after following treatment is improved of effective.

B. Discussion

Based on the presentation of findings, the writer presented some interpretation of findings in order to explain in details as follows:

To make this discussion clear, the writer would like to explain in part; Teaching vocabulary by using real object at the eighth class of MTs. Batusitanduk with experimental. The explanation as follows:

Based on the result that has described above, it can be proved that the students improve learning vocabulary by using real object at MTs. Batusitanduk. Teaching vocabulary by using real object is one of effective and an interesting way that can be applied in teaching and learning process. Real object is an appropriate media to learn English and made the students more active and loose the boredom feeling's of the students during in the learning process.

In teaching process, using real object is interesting. The students enjoy getting material, and the situation of classroom to be creative and fun. The students said that the method is used by real object in teaching English is good enough, real object can make easy memorize the vocabularies because the students' can always see the object in their around.

This matter can be proved the result from the student test before and after giving lesson real object. Before giving treatment there were 11 students (61%) who got fairly good score, 4 students (23%) who got fair score, 2 students (11%) who got poor and 1 students (5%) who got very poor score.

After giving treatment there were 11 students (61%) who got excellent score, 3 students (17%) who got very good score, 3 students (17%) who got good score and 1 student (5%) who got fairly good score. And none student got fair, poor and very poor. It shows that after giving treatment through the real object, score of students were better than before giving treatment. It can be said that there was a significant result of the vocabulary through real object.

The mean score of the students in post-test (36.3) it was higher than the mean score of the students in pre-test (25.2). this the alternative hypothesis there was significant improvement of using real object is accepted, this test value is higher (36.3) than T-t.

Based on the result of data analysis, the researcher found out that using real object in learning vocabulary is significant.

All of the students response, gave a positive response of using real object. In studying vocabulary shows is good method in teaching vocabulary for the beginner/ eighth class at junior high school.

From the result of data analysis, in teaching process developing students' vocabulary through real object is interesting, enjoyable, and nice condition in the classroom, it can create fun classroom and it school yard.

According to one of the English teacher that the writer interviewed that the mastery of the students about vocabulary is very low because the students lazy memorize of study English

So, to improve students' vocabulary the writer used real object. Real object is real things which can be seen and also touched. In learning and teaching process using method and media is very important because can increase learning support and can influence the achievement of the students.

The advantage of real object is students' impress and happy during learning teaching process because they enjoy the learning situation, and easy for the students to remember the vocabulary because they always see in their around.

Based on the discussion above, null hypothesis (H0) is rejected and alternative hypothesis (Ha) is accepted. So, it can be said that the students vocabulary skill improve through the real object to the eighth year students of MTs. Batusitanduk. This reality show that the method gave some positive influence in learning vocabulary process, real can be used as an object instrument to assess the competence of students or assess students learning outcomes. This research is supported by Harman, he stated that everything is an object, and can use with universe and applied infinitely.[1] Real object is useful for the students to motivate in teaching learning process especially in teaching vocabulary.

By using real object the students were anthusiatic in learning vocabulary. On chapter II it was clarified about the real object is real things which can be seen and also touched. An object is just a thing that we've distinguished from the rest of the universe. On the other definition, something we feel, smell, taste, see, or hear is real object.[2]

By using real object in learning vocabulary, it has impact the students are easier to memorize, to understand many new vocabularies. Real object also is capable for students because students more fun and enjoy in learning. Therefore real object makes interested in learning vocabulary.

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[1] Graham_harman http: // larvalsubjects. Wordpress.com/ 2010/ 05/ 08/ notes- toward- an- object- oriented- theory- of- love- conditions- of- philosophy/

[2] Abdul Cahya, *A Study on Teaching Vocabulary Implemented by Real Object at Seventh Grade Students of SMP Neg.2 Rejoso* (http://abdul-cahya.blogspot.com/0). Accesses on 24th july 2011.

From those definitions above, the researcher concluded that apparently real object is everything kinds of object in our life, we can show and able to touch.

As a media, real object can use direct with see objects are around, for examples: we can use object in classroom or outdoor as instrument. Because with using media, teacher can give information to students well and make activities the students is real although the learn can be happen.

One of teaching aids that could be used to teach or reinforce some language skills are real object. First of all, real object could be used to teach some grammatical structures. Secondly, since they are more vivid than words, they are much easier to recall than words. Therefore, real object could be used to teach vocabulary. Thirdly, certain kinds of real object can be used to develop and sustain motivation. Last, could be used to produce positive attitudes toward English. The kinds of real object vary. Those tools instructional media if those tolls are give contribution in education environment.

Without real object the word today would not be as meaningful as it now. Real object crystallizes ideas and from much of the basis of thinking successful planed teaching depends upon the effective use.

From all the result above pursuant to theory and from result of data analysis, researcher conclude that real object can be used as media in study of language of English especially in the case of improving student vocabulary.

Beside that real object also is very good to apply in the instruction of language of English especially vocabulary and especially to beginner student in

learning language of English students', for example of MTs. Batusitanduk class II. The use of real object is very helping to increase of their vocabulary.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion based on the findings and discussions on the data analysis.

A. Conclusions

Based on the result of the research, the researcher would like to describe the conclusion as follows:

Teaching vocabulary by using real object can improve vocabulary ability at the eighth year students of MTs. Batusitanduk. The result of the research indicates that the mean score of the students vocabulary in pre-test were 25.2 and the score of the students vocabulary in post-test were 36.3. it means that there were significant improvement between vocabulary pre-test and post-test.

The use of real object is effective way in teaching vocabulary at MTs. Batusitanduk it can be seen on the result of the research where, the significance 5 % = (2.11) and 1% (2.89). it means that null hypothesis rejected because there is significance improvement in vocabulary achievement of the students through real object, and the alternative hypothesis is accepted.

B. Suggestion

Related to the findings and discussions in the chapter IV, writer gives some suggestion to readers as follows:

1.   Writer suggests to the English teacher generally, and English teacher of MTs. Batusitanduk particularly to apply kinds of interesting technique and media in teaching vocabulary. The teacher suggested to using real object as a media in teaching vocabulary.

2.   Writer suggests to the students who are interesting in learning English to try the real object media in learning vocabulary.

3.   Writer realizes that this thesis involved some weakness. So writer advices the reader to do not only hold on to this thesis, but also explore the other thesis or literatures which talking about English teaching vocabulary. So the reader's knowledge about teaching English, especially in teaching and learning vocabulary can be more extensive.

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