

**ENHANCING STUDENTS SPEAKING SKILL IN
VOCABULARY THROUGH REALIA MEDIA : CLASSROOM
ACTION RESEARCH AT ONE OF ELEMENTARY SCHOOL
IN GARUT**

A PAPER

Submitted to the English Education Program of IPI Garut as partial fulfillment of
the requirements for the Bachelor of Education Degree



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2024

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THROUGH REALIA MEDIA : CLASSROOM ACTION RESEARCH AT
ONE OF ELEMENTARY SCHOOL IN GARUT**

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MOTTO

**YO DON'T KNOW HOW VERY VALUEABLE YOUR SELF IF JUST
DREAMS WITHOUT ACT**

**KAMU TIDAK TAHU BETAPA BERHARGANYA DIRIMU JIKA HANYA
BERMIMPI TANPA MEMAINKAN PERAN**

-SANI OKTOVIANI -

DECLARATION

The researcher hereby grants that this paper, entitled "Enhancing Students Speaking Skill in Vocabulary Through Realia Media: A Classroom Action Research One of at Elementary School in Garut", is really written by the researcher and acknowledges as her own intellectual property. In accordance with the use of references, the quotations, and the citation of the related literature. The researcher had been conducted this research based on the rightfully legal and scientific procedures. Therefore the contents of this paper are an original work of the researcher. In this case, if there are many complaints, she will be fully responsible for all the consequences given.

Garut, July 2024

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PERNYATAAN

Dengan ini penulis menyatakan bahwa skripsi yang berjudul *"Enhancing Students Speaking Skill in Vocabulary Through Realia Media: A Classroom Action Research One of at Elementary School in Garut"*, ini benar-benar karya penulis sendiri berdasarkan pengetahuannya sendiri. Penggunaan referensi, kutipan, dan pengutip dari sumber lain telah peneliti lakukan berdasarkan kaidah-kaidah pengutipan yang sesuai dengan etika keilmuan yang berlaku, sehingga isi serta kelengkapannya ini merupakan karya asli. Dalam hal ini, apabila kemudian terhadap keluhan, penulis akan bertanggung jawab penuh atas semua konsekuensi yang diberikan.

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ABSTRACT

This study aims to investigate the enhancement of elementary school students' speaking skills in vocabulary through the use of realia media. To fulfill this aim, pre experimental method with a case study design was chosen, followed by 23 students in an elementary school in Garut. Furthermore, the data were collected from observation, pre- test and post- test, and interview. Those data were analyzed through result speaking assessment rubric according to Brown. As the result, the student had been enhancement their speaking skill in vocabulary.

Keywords : Speaking Skill, Vocabulary, Realia Media

ABSTRAK

Studi ini bertujuan untuk menyelidiki peningkatan kemampuan berbicara siswa sekolah dasar dalam kosakata melalui penggunaan media realia. Untuk mencapai tujuan ini, metode pre-experimental dengan desain studi kasus dipilih, melibatkan 23 siswa di sebuah sekolah dasar di Garut. Selanjutnya, data dikumpulkan dari observasi, pre-test dan post-test, serta wawancara. Data tersebut dianalisis melalui rubrik penilaian berbicara hasil menurut Brown. Hasilnya menunjukkan bahwa siswa telah meningkatkan kemampuan berbicara mereka dalam kosakata.

Kata kunci : Berbicara, Kosa Kata, Media Relia

PREFACE

In the name of Allah SWT, most gracious most merciful. The praise to be Allah the lord of the world, who has gives mercy and blessing to the writer in finishing this paper entitled *"Enhancing Students Speaking Skill in Vocabulary Through Realia Media: A Classroom Action Research One of at Elementary School in Garut"*. Blessing and salutation be upon to the prophet Muhammad SAW, his family his companion and his adherent.

This paper is submitted to the English Education Program of IPI Garut as apartial fulfillment of the requirements for the Sarjana Pendidikan Degree.

The researcher realizes that this paper is far from being perfect. Therefore, the researcher will greatly appreciate to all comments and criticism.

Finally, the researcher hopes this paper would be useful to all readers.

Garut, July 2024

The researcher,

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ACKNOWLEDGEMENT

Alhamdulillahirobilalamin, first of all the researcher would like to express her deepest praise and gratitude to Allah SWT who has given his blessing and merciful to complete this paper. Shalawat and salaam addressed to the final chosen religious messenger, the Prophet Muhammad SAW. The researcher realized that many people had given their helps and useful suggestion for the finishing of this paper. Without the assistance of them, this paper would never have existed. Therefore, the researcher would like to express her appreciation and sincere thanks to :

1. My beloved partner in every situation, my husband Elgi Ramadani Triansah, and my beautiful daughter Zoeya Aurelia Gysa.
2. My beloved family, Bapak Dadang (alm), Mama Lia Barokah, Bunda Nurhayati, Mama Eyang Triedyanti, Mpok Hany, Ibu Novita, as my parents, also my little brother and sisters Andi, Silvy, Nisa, Jelita, Arshilla and Shakilla. And also for my little nephew Syafira.
3. My second family who always be my support system Mamah Iis, Bapak Johan, and my little sister Elsa Fadila Febriyanti.
4. Prof. Dr. H. Nizar Alam Hamdani, M.M., M.T., M.I.Kom the Rector of Institut Pendidikan Indonesia, Dr. Abdul Hasyim, M.Pd as the Vice Rector I, Dr. Tetep, M.Pd as the Vice Rector II, Dr. H. Endang Dimyati, M.Pd as the Vice Rector III and all staff. Thanks for the kindness and the encouragement.
5. Dr. Lina Siti Nurwahidah, M.Pd the Dean of Faculty of Social Sciences, Education, Languages, And Literature of Institut Pendidikan Indonesia,

Dr. Lucky Rahayu Nurjamin, M.Pd as the Vice Dean I, Asep Suparman, M.Pd as the Vice Dean II, and all the staff. Thanks for the kindness and the encouragement.

6. Anne Ratna S, M.Pd the Head of Department of English Education and all the staffs, who has given me correction, suggestion, support, advice, and guidance in completing the thesis.
7. Irsyad Nugraha, M.Pd as the Supervisor I, Dra. Ai Wiwin Winarsih, M.Si as the Supervisor II, my beloved supervisors who has given me correction, suggestions, support, advice, and guidance in accomplishing this thesis.
8. All lecturers and staffs of English Education Department of Faculty of Social Sciences, Education, Languages, And Literature of Institut Pendidikan Indonesia, who has given knowledge, and supports during the sources from the first semester until now.
9. The Headmaster of SDN 4 REGOL, and all staffs who have helped me in accomplishing research.
10. The students of SDN 4 REGOL who has participated in collecting the data process.
11. My best friends since 2010 SNSD (Dwi, Siti, and Nurma)
12. My lovely best girls squad 21 (Decha, Risa, Gia)

13. My lovely best solidarity friends in RPL Class Aliet Fitriani, Muhammad Akbar, Ina Nurlina, Rifa Endang K, especially Yolanda Nurulita and Rita Nura'eni.

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TABLE OF CONTENT

APPROVAL SHEET	i
EXAMINER SHEET	ii
MOTTO	iii
DECLARATION	iv
PERNYATAAN	v
ABSTRACT	vi
PREFACE	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENT	xii
LIST OF PICTURE	xiv
LIST OF TABLE	xv
LIST OF APPENDICES	xvi
CHAPTER I INTRODUCTION	1
1.1 Background of the Study	1
1.2 Reason for Choosing the Topic	4
1.3 Research Question	5
1.4 The Objective of the Study	5
1.5 The Significant of the Study	5
1.6 The Definition of Terminologie	6
CHAPTER II REVIEW OF RELATED LITERATURES	8
2.1 Theoretical Foundations of Speaking	8
2.1.1 Definition of Speaking	8
2.1.2 Aspect of Speaking	10
2.1.3 Types of Speaking Skill	12
2.1.4 Students' Problems in Speaking	14
2.2 Theoretical Foundations of Vocabulary	16
2.2.1 Kinds of Vocabulary	16
2.2.2 Learning Vocabulary	17
2.2.3 Vocabulary Level	19
2.2.4 Teaching Vocabulary	19
2.3 Relia Media	21

2.4	Teaching English Vocabulary by Using Realia Media	22
2.5	Teaching Media	23
2.6	Previous Studies	26
CHAPTER III RESEARCH METHODOLOGY		28
3.1	Research Method	28
3.2	Research Design	28
3.3	Research Setting and Participants.....	30
3.4	Techniques of Data Collection	30
3.5	Technique of Data Analysis.....	33
3.6	Research Timeline.....	34
CHAPTER IV FINDING AND DISCUSSION		36
4.1	Findings.....	36
4.1.1	Planning	36
4.1.2	Implementing and Observing the Action.....	37
4.1.3	Reflecting the Action.....	42
4.2	Discussion.....	48
CHAPTER V CONCLUSSION AND RECOMMENDATION.....		51
5.1	Conclussion.....	51
5.2	Recommendation.....	51
REFERENCES.....		53
APPENDICES.....		56

LIST OF PICTURE

Picture 1 first meeting	38
Picture 2 second meeting	40
Picture 3 third meeting	41
Picture 4 fourth meeting.....	42

LIST OF TABLE

Table 3. 1 speaking assessment rubric	32
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LIST OF APPENDICES

Appendices 1 Lesson Plan	56
Appendices 2 The material presented	61
Appendices 3 Result Pre-test and Post-test.....	63
Appendices 4 Documentation	65
Appendices 5 Question Pre and Post Test	71
Appendices 6 Interview Result	74

CHAPTER I

INTRODUCTION

This chapter provide the general introduction of the study. It concludes the background of the study, the reason for choosing the topic, the research question, the objective of the study, the significances of the study, and the definition of terminology.

1.1 Background of the Study

Speaking skill is one of the four English skills, including reading, writing, and listening. Speaking is a productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test. According to Brown (2001), speaking is an interactive process in constructing meaning that involves the production, reception, and processing of information.

Speaking skill is a crucial component of language proficiency, playing a vital role in effective communication and interaction. It encompasses the ability to articulate thoughts, ideas, and feelings fluently and coherently in spoken form. The development of speaking skills is essential across various contexts, from academic settings to professional environments and everyday social interactions.

In educational contexts, the emphasis on speaking skills is rooted in the broader goals of language acquisition and communicative competence. Proficiency in speaking not only facilitates comprehension and expression but

also enhances interpersonal relationships and cultural understanding. Effective speaking skills enable individuals to engage meaningfully in discussions, debates, presentations, and negotiations, thereby contributing to their academic success and career advancement.

The acquisition of speaking skills involves several interconnected components, including pronunciation, intonation, vocabulary usage, grammar accuracy, and the ability to organize and deliver information logically. Educators employ a range of pedagogical strategies to foster speaking proficiency, such as role-playing, debates, discussions, oral presentations, and interactive activities. These activities are designed to provide learners with opportunities to practice speaking in authentic contexts, thereby building their confidence and fluency over time.

Furthermore, advancements in technology have expanded the avenues for developing speaking skills through digital platforms, virtual simulations, and online communication tools. These resources offer learners opportunities to engage in spoken interaction beyond the classroom, promoting autonomous learning and real-world application of language skills.

The development of speaking skills is integral to language learning and essential for effective communication in diverse personal, academic, and professional settings. Educational initiatives continue to evolve, aiming to cultivate speaking proficiency through innovative methodologies that prioritize authentic communication and meaningful interaction.

Vocabulary has a big influence in learning English. It is relevant to Mehring (2005) vocabulary has become viewed as an important as the main skills of reading, writing, listening, and speaking. In learning vocabulary, students usually find the difficulties. The difficulties faced by students in learning vocabulary according to Thornbury (2002) such as pronunciation, spelling, length and complexity, meaning and range, connotation and idiomaticity.

Based on the preliminary study that researcher has been conducted, the students at one of Elementary School in Garut, have some problem in learning English. One of the problems is lack of vocabulary. They usually do not know the meaning of words and also has a bad pronunciation of the word. In teaching English, teachers must know the right strategies for delivering materials to the students. As the solution, media can help the teacher deliver materials. With the media, the student can be more focus on what the teacher's saying. Because of that, the English teacher must use interesting media for the student. There are many media that teachers can use in learning process, such as realia, audio, audio visual, visual and so on. The teacher uses the media with the consideration of appropriateness with the materials that are delivered and also with the students' ability. The appropriate media with the students' need can help the learning process to be more successful.

Among those media, realia is one kind of media that can help teacher to deliver the materials. Realia media is the real thing around us that can become the benefit in the learning process. The realia media can help student to convey the meaning of words. Besides, realia media can make students more memorable in

learning vocabulary because the realia give more experiences for the learners (Kinard and Gainer, 2015). With the realia, teacher does not need to create the new one and just look for the thing that can convey the meaning of words and then employ it.

Kinard and Gainer (2015) said that when the students use realia, they build the understanding of the vocabulary with connected to the real world. Having children involved in creating the visuals that are related to the lesson helps engage students in the learning process by introducing them to the context as well as to relevant vocabulary items. By using the realia media, the researcher expects the implementation of realia in teaching vocabulary can solve students' problems in learning vocabulary. Then, the researcher expected that the students more interested and not bored in the learning process, so the student can improve their vocabulary during the treatment.

A lot of studies have been done, some of them find that realia could be useful media in learning process especially for explaining the new vocabulary for young learners (Davies et al, 1975; Wright,1989; Sumarni,2008; Rokhmawati, 2010). From the numerous studies above, the researcher choose to improve students' speaking skill in vocabulary by using realia media as the topic.

1.2 Reason for Choosing the Topic

Choosing the topic of "Enhancing Students' Speaking Skills in Vocabulary Through Realia Media: A Classroom Action Research at an Elementary School in Garut" is crucial for several compelling reasons:

This topic selection aims to address practical educational needs, apply theoretical insights into effective teaching practices, cater to local educational contexts, foster pedagogical innovation, and contribute to ongoing teacher professional development all of which are crucial for enhancing students' speaking skills in vocabulary at an elementary school in Garut.

1.3 Research Question

After we know about the benefit of realia media in the language learning, the problem that want to be solved is 'How can realia media improve the student's speaking skill in vocabulary at one of Elementary School in Garut?'

1.4 The Objective of the Study

Based on the research problem, the objective of this study is to improve students' speaking skill in vocabulary when it is applied at one of Elementary School in Garut.

1.5 The Significant of the Study

After conducting the research, we can find the benefit of realia media in English classroom. There are some significance such as:

1. The students will be more motivated and memorable the words in learning English with the realia media in the classroom.
2. This research can inspire the other teacher to use realia in their classroom for getting the better result in learning process and the teacher can know how realia media helpful for teachers to deliver the materials.
3. This research can inspire other researchers to make similar research to make student better in achievement of English.

1.6 The Definition of Terminologie

1. According to Brown, speaking is a productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test. Speaking is the act of creating and communicating meaning through the use of both verbal and nonverbal symbols. Speaking is an important component of learning and teaching a second language. Gaining confidence will help students speak more easily. Speaking is one of the more essential areas of language. It is an aspect in EFL (English as a Foreign Language) teaching that needs special attention and instruction. A teacher of EFL should carefully examine the factors, situations, and components that underlie speaking effectiveness in order to provide effective attention. Effective instruction based on a comprehensive study of the topic, combined with adequate language input and speech-promotion activities, will help learners gradually improve their English-speaking skill. Students should communicate with people and learn the second language. In this situation, pupils should be proficient in a variety of speaking skills, including understanding, pronunciation, grammar, vocabulary, and fluency. In brief, English teacher should be creative in developing their teaching learning process to create good atmosphere, improve the students speaking skill, give attention to the speaking components', and make the English lesson more exiting.

2. Vocabulary is the word in the language, can be in single word or combining words that described one single idea. (Adapted from Ur, 1996)

3. Realia in language teaching is actual objects and items which are brought into classroom as example or as aids to be talked written about and used in teaching or in concrete objects and the paraphernalia of everyday life. (Adapted from Richard, Platt & Platt, 1992).

4. Classroom Action Research is an approach in the research that used to improve the rationality and justice of their own educational practices as well as their understanding of these practice and the situation in which these practices are carried out. (Adapted from Kemmis and Mc. Taggart, 1988).

CHAPTER II

REVIEW OF RELATED LITERATURES

Second chapter contains the expert theories that are related with this study. It will be discussed into some subchapters, there are speaking, vocabulary, realia media and some previous studies.

2.1 Theoretical Foundations of Speaking

2.1.1 Definition of Speaking

Speaking is one of the most significant skills to be developed as means of effective communication. The teaching and learning of speaking skill are a necessary component of any language education classroom. Spoken language presents affordances for learning as the main communicative means of the classroom and it is a significant part of syllabus content and learning outcomes. In this review paper, the researcher define the term speaking, explain the features of speaking, clarify the stages of teaching speaking skill, discuss the strategies for improving speaking skill, and finally offered some useful suggestions for teaching and learning speaking skill. The findings of this review paper indicated that through using appropriate strategies, FL teachers can provide a friendly environment for EFL learners to improve their English speaking ability effectively and efficiently. Introduction Bueno, Madrid, and McLaren (2006) said that speaking is one of the most difficult skills that EFL learners encounter. Despite this, it has been forced into the background while EFL teachers have spent most of their classroom time attempting to teach their learners how to

write, read, and listen in the second language. According to Efrizal (2012), speaking skill is more important for people interaction where they speak everywhere and every day by English.

Speaking is one of the more essential areas of language. It is an aspect in EFL (English as a Foreign Language) teaching that needs special attention and instruction. A teacher of EFL should carefully examine the factors, situations, and components that underlie speaking effectiveness in order to provide effective attention. Effective instruction based on a comprehensive study of the topic, combined with adequate language input and speech-promotion activities, will help learners gradually improve their English-speaking skill.

A lot of people use English as a means of communication and it makes persons who come from several countries to be easier in making interaction and communication. Speaking is one way of communicating opinions and messages orally. If we are going to persuade learners to communicate, we should use the Efrizal (2012) expressed that speaking involves speech or sentences with the aim of having intention to be identified by speaker and the receiver processes them to understand their purposes. According to Bailey and Savage (1994), the ability to speak English language is equivalent with knowing that language. In spite of that, speaking in English language has been regarded as the most challenging of the four language skills. Brown (1994) stated that speaking is one of the most demanding skill for EFL learners because of contractions, vowel reductions and elision.

2.1.2 Aspect of Speaking

In teaching speaking, there are some aspects which need to be considered by the teacher. Brown (2001: 268-269) proposes four aspects of speaking skills, namely fluency, accuracy, pronunciation, and vocabulary. They become the main requirements that must exist for the teacher to design the speaking activities for his/her students. Therefore, a good speaking activity has to cover all these four following aspects.

a) Fluency

A speaker is considered as a fluent speaker if he/she can use the language quickly and confidently, with few hesitation or unnatural pauses, false start, word searches, etc. (Noonan, 2003: 55). Speakers need to know where he/she has to pause and stop his/her speaking in appropriate place. Furthermore, it can be said to speak fluently if a speaker does not produce word per word at a time in his/her speaking. Therefore a good speaker is demanded to be able to produce words in his/her speech into groups of words that form a meaningful unit (phrases or clauses).

b) Accuracy

Noonan (2003: 55) states that accuracy happens when students' speech matches what people actually say when they use the target language. Specifically, accuracy deals with the grammatical structures which cover some aspects like part of speech, tense, phrase, sentence, etc. Thus in

order to achieve the level of accuracy the students are demanded to use the correct grammatical structures in their speech.

c) Pronunciation

At the beginning level, the goal of teaching pronunciation is focused on clear and comprehensible pronunciation. Furthermore at the advance level the pronunciation goals can focus on elements that enhance communication which will cover stress pattern, intonation, voice quality, etc.

d) Vocabulary

Vocabulary becomes a very important part of language learning which can be used to determine students' English speaking fluency. They can generate sentences only by using words so it is impossible to speak fluently without having an ample size of vocabulary. In fact, some students have only limited vocabulary so they meet some difficulties in speaking. Therefore, it is necessary for the English 15 teacher to put some effort in order to enrich the students' vocabulary. Noonan (2003) proposes four principles for teaching vocabulary:

1) Focus on the most useful vocabulary first.

The most useful vocabulary that every language learner needs whether they use the language for listening, speaking, reading or writing or whether they use the language in formal and informal situations is the most frequent 1000 word families of English.

2) Focus on the vocabulary in the most appropriate way.

The teachers need to clearly distinguish the way they treat high frequency words from the way they treat low frequency words.

- 3) Give attention to the high frequency words across the four strands of a course.

High frequency vocabulary should get attention through teaching and study and should be met and used in communicating messages in listening, speaking, reading and writing.

- 4) Encourage learners to reflect on and take responsibility for learning.

The learners need to realize that they must be responsible for their own learning.

2.1.3 Types of Speaking Skill

Speaking is a productive skill that can be directly an empirically observed. Speaking is one of two productive skills in a language teaching. According to Brown (2004) as a process of building and sharing meaning through the use of verbal or oral form describes six categories of speaking skill area. Those six categories are as follows:

a. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

b. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

c. Responsive

Responsive performance includes interaction and text comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d. Interaktive

Transactional (dialogue) It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work. Interpersonal (dialogue) It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

e. Extensive

Teacher gives students extended monologues in the form of oral reports, summaries, and story telling and short speeches. Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation,

vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

2.1.4 Students' Problems in Speaking

Developing proficiency in speaking can present various challenges for students across different educational settings. These challenges often stem from a combination of linguistic, psychological, and situational factors that impact learners' ability to communicate effectively in spoken language. Here are some common problems students may encounter in developing their speaking skills:

1. **Lack of Vocabulary:** Limited vocabulary can hinder students' ability to express themselves clearly and fluently. When students lack words to convey their ideas, they may struggle to articulate their thoughts coherently.
2. **Grammar and Syntax Errors:** Incorrect use of grammar rules and sentence structure can affect clarity and comprehension in spoken communication. Students may hesitate or make mistakes while speaking, which can undermine their confidence.
3. **Pronunciation and Intonation:** Difficulties with pronunciation and intonation can lead to misunderstandings and miscommunication. Students may struggle to produce sounds accurately or convey appropriate stress and rhythm in their speech.
4. **Fear of Speaking:** Anxiety or fear of making mistakes in front of others can significantly inhibit students' willingness to engage in speaking

activities. This psychological barrier can prevent them from practicing and developing their speaking skills effectively.

5. **Lack of Confidence:** Confidence plays a crucial role in speaking fluency. Students who lack confidence in their language abilities may hesitate, speak softly, or avoid participating in speaking activities altogether.
6. **Limited Exposure to Authentic Language Use:** Limited opportunities to engage in authentic spoken interactions outside the classroom can restrict students' ability to develop natural conversational skills and cultural competence.
7. **Cultural and Societal Factors:** Cultural norms and societal expectations regarding communication styles may influence students' willingness to express themselves freely or assertively in a language-learning context.
8. **Lack of Practice:** Insufficient practice and exposure to speaking activities can impede skill development. Without regular opportunities to speak and receive feedback, students may struggle to improve their speaking proficiency over time.

Addressing these challenges requires a multifaceted approach that incorporates effective teaching strategies, supportive learning environments, and opportunities for meaningful practice. By addressing students' specific needs and providing targeted support, educators can help learners overcome these obstacles and enhance their speaking skills progressively.

2.2 Theoretical Foundations of Vocabulary

Vocabulary is the aspect of language that is defined as the words. Based on Ur (1996) vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but expressing a single idea. A useful convention is to cover such cases by talking about vocabulary items rather than words.

According to Richard (2005) vocabulary is the core component of listening, speaking, reading and writing. It is due to the fact that learning vocabulary is an essential aspect that cannot be separated from learning other skills in English. Because of that, learning vocabulary is the most important thing for mastering a language.

Vocabulary is one of the most important components of language. Without vocabulary we can use language in our life, Thornbury (2002) stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. The statement says that someone will understand the meaning of language, if they mastered the vocabulary. If someone only knows about sentence structure but they have not mastered the vocabulary, they will be unable to say or write anything and the grammar knowledge will be useless.

2.2.1 Kinds of Vocabulary

There are two kinds of vocabulary that are usually used in language. According to Hiebert (2005) vocabulary consists of two kinds, they are productive vocabulary and receptive vocabulary. Productive vocabulary is the set

of words that an individual can use when writing or speaking. Receptive vocabulary is that set of words for which an individual can assign meanings when listening or reading. The words are divided into eight classes, based on Thornbury (2002), the first is nouns; the examples are bits, pieces, players. The second is pronouns. The examples are I, we, you, they, she, he, it. The third is verbs. The examples are like, looking, doing. The fourth is adjectives. The examples are old, secondhand, new. The fifth is an adverb. The example is up. The sixth is prepositions. The examples are for like. The seventh is a conjunction the examples are and, but. The eighth is the determiner the examples are the, like, a, some, this, last. The determiner is the words that make noun phrases more specific in the sentence. That eight classes' words have influences to construct the meaning of a sentence.

2.2.2 Learning Vocabulary

Learning vocabulary is something that should be done by anyone who wants to master English. Learning vocabulary is not only remembering the words but also can use the words in the appropriate context. Thornbury (2002) reveals at the most basic level, knowing a word involves knowing form and meaning. Based on the statement above, knowing a word in the form means you can use the word in the correct function in the sentences. After that, people must know the meaning of words in the context of a sentence.

Learning vocabulary is a lifelong phenomenon. It means learning vocabulary is a process in our life and never stops. Vocabulary learning is more effective when people experience the words in comprehensible and meaningful

context, as Allen (1999) said that whether in school or out of school, the key to learning words at this amazing rate is that individuals experience words in comprehensible and meaningful context.

The learning of words is divided into two steps, the first is decoding words and the second is having an oral comprehension test (Hiebert 2005). The first step is decoding the word to speech, it requires a background of oral language ability and the knowledge of letter-to-sound correspondences. The second, to make sure what they have learnt, the teacher must give the oral comprehension test to make sure what has been learnt. Besides, comprehension also measures the learners ability and knowledge.

Learning vocabulary is the process to decode the word into people's brain and try to apply the words in the sentences. The vocabulary that had been learnt must be measured, to know how people understand it. Based on Hiebert (2005), "comprehension is the function of oral language and word recognition". It means that comprehension is the tool for measuring how much we understand the language that we learn.

In foreign language learning there is a close relation between foreign language learning and vocabulary knowledge. According to Nagy (1988) in foreign language learning, it is impossible to recognize a passage without being familiar with any vocabulary. Because of that, learning vocabulary is important to foreign language learners.

2.2.3 Vocabulary Level

Every person is different. Some people have different capacities in understanding vocabulary. Based on Hiebert (2005) generically, knowing vocabulary is the knowledge of word meaning. Vocabulary level is how many words that had been learnt and how understood about that word. The vocabulary is processed in the brain for three steps. Based on Thornbury (2002) the word is remembered in the brain through three memory systems: short-term store (STS), working memory and long term memory. The short-term store (STS) is the capacity of the brain that saves the information for periods of time up to a few seconds. In the STS, the word process is success held in just a few seconds. The word was integrated into long-term memory and needed to be subjected to different kinds of operations. The example of STS is the ability of brain to holding a telephone number for as long as to dial it. The third is working memory, in this stage some processes of understanding and learning the words happened. Long-term memory is the kind of documenting system. So, if the word has been processed in the long-term memory it will be held for a long time.

2.2.4 Teaching Vocabulary

Every teacher has different ways of teaching English. According to Carter (2001) defines how to teach English in the way that is used by the teacher, those ways are teaching implicitly and explicitly. Implicitly when learning by more indirect, such as exposure to words in the context of reading real texts. And „explicitly“ by means of word lists, paired translation equivalents and in variously related semantic sets.

In teaching vocabulary, teachers must deliver some materials that can improve students' vocabulary, such as word goals, word building, definition clues, inference clues, example, and summary. Then, students also need some chances to experience and practice the word, for example make a sentence with the word.

There are four programs in teaching vocabulary for developing vocabulary skills based on Kruse (1987) in Brown (2001). The First is to enrich the goal such as improving reading vocabulary skills of English Second Language (ESL) students, teaching ESL students word-building skills and teaching ESL students to guess word meanings from context clues. The second is word building, in this program students are taught about suffixes, prefixes, and root of the words. The third is definition clues consist of parentheses and footnotes X (X); X*, synonyms and antonyms. The fourth is inference clues, these types of clues require higher level of analytical skill and practice than previous types dealt with. The ESL student should never be expected to do the same kind of inferring that a native speaker could do, but should be encouraged to go as far as possible.

The way for teachers to present the meaning of words influences students' understanding of the words that had been taught. The teacher must present the meaning of words in a simple way that can be easily understood by the students. There are some ways to present the meaning of words. Based on Thornbury (2002), there are some choices that relate to present the words' meaning, can be through translations, real things, pictures, action/gestures, definitions and situations.

In teaching vocabulary the teacher must be considered the students that they taught for easier to get the goal of learning process. In teaching vocabulary there are four factors that must be considered by the teacher based on the statement by Flanagan & Greenwood (2007) in Bintz (2011). The first is the students they are teaching, the second is the nature of the words they decide to teach, third is their instructional purposes in teaching each of those words, and fourth is the strategies they employ to teach the words.

2.3 Relia Media

According Richard, Platt & Platt (1992) realia in language teaching is actual objects and items which are brought into the classroom as examples or as aids to be talked about, written about, and used in teaching or in concrete objects and the paraphernalia of everyday life. In Education, realia are objects from real life which are used in classroom instruction. In the learning process there are several media that can be used. For example is realia media.

Revealing to Conroy (2006) realia can be used to represent the concept being taught and to build the background knowledge of the materials and the vocabulary. With the realia, students are easier to understand the materials because they can experience the real object in the real life situation.

There are two kinds of realia that can be brought in the learning process. Based on Stewart (2010) realia can be real objects such as stone, paper and piece of wood. The other kind of realia is miniature objects that resemble the real world, such as toys, kitchen play sets and doll clothing and accessories.

There are several functions of media in learning process, Sudjana and Rivai (2002) said that learning process will be more interested and may get more students' motivation, media will make clear for deliver materials so easier to reach the goals, make learning method have more variation not only the teacher that speaks in class but also the students have more activities in class like observing, practicing, and demonstrating.

Realia is useful for the learning process, especially for teaching vocabulary. Stated by Conroy (2006) there are several advantages to the realia media in the learning process, such as representing the concept of materials that will be taught by teacher, to build the background knowledge and vocabulary. Another advantage is the student can manipulate the object to support their thinking and use all their senses in learning.

Realia is not always useful in the learning process. Allen (1983) stated that realia cannot be used for presenting personal identity like man, boy or girl. The other exception was not used for presenting the parts of the body, because it may make the students feel uncomfortable.

2.4 Teaching English Vocabulary by Using Realia Media

Teaching vocabulary by using realia is helpful for foreign language learners. Realia can make it easier to understand the meaning of words than a picture. Based on Allen (1983), real objects are better than pictures that are in the classroom. The use of realia in presenting vocabulary includes direct method teaching. Thornbury (2002) states, the use of realia, pictures, and demonstration was a defining technique of the direct method.

The vocabulary that can be taught by using realia is nouns. Allen (1983) recommended for showing the meaning of an English noun used the real object whenever it is possible. For example the things that can be brought to the class like sunglasses, umbrella, eyeglasses and wallets.

Allen (1983) mentioned several ways to show the meaning of an English word, through such aids as the following, first is object already in the classroom, second is object that can easily brought to the classroom (umbrella, scissor, tools, buttons of many colors and sizes), the third is drawing by the teacher and drawing by the students, the fourth is pictures from magazines and newspaper (as well as from media sources), the fifth is demonstration to show actions.

The teacher can describe vocabulary through realia. Thornbury (2002) mentioned how to teach vocabulary by using realia as the following, the first is the teacher selects a number of objects, the object can be the things that are usually found in the place where the lesson is given, for example are the door, window or book. The other option is to specifically select the object for the purposes of the lesson, for example a stick, a stone or a piece of string. After selecting the object, the teacher shows or points to each object in turn and names it. Then the teacher says the name clearly (but naturally) three or four times. Lastly, students repeat what the teacher says.

2.5 Teaching Media

Teaching media is something that we can use to share the message, it can stimulate attention, interest, students' thought and feeling in learning activities to achieve learning goals. As one component of a learning system, media plays a

critical role in the learning process. Learning media is used to help students' understand what they are learning. After deciding on the type of media to employ, we must be able to provide students with comprehension in order for them to participate in an effective learning process. To put it another way, the media is a component of learning resources or physical learning resources that contain instructional content in a learning environment that can motivate learners to learn. Media is tool for teaching and learning process, everything that can be used to stimulate the mind, feeling, attention and ability or skill of students in order to encourage the learning process. It is also help the teacher to teach more effectively improve teacher's knowledge about the media in presenting materials and enable the students to learn more readily, specifically to fulfill objectives in a teaching-learning situation (Prabawati, A., AM, S. A., & AM, S. A. (2021) A crucial phase of educational design is deciding which media to use in a learning process. Teachers, trainers, and learning material designers all have the challenge of determining the best medium for communicating a message, improving understanding of a concept, and gaining and consolidating a variety of abilities. In any case, effectively completing it is critical, as poor selections may affect the learning process's outcome. Learning media will become a more effective and efficient support tool in achieving the learning objectives when they are used properly throughout the learning process. The benefits of instructional media, according to Sanaky (2009), are as follows: (a) By using learning media, the learning process will be more interesting, which can motivate student learning; (b) Can clarify learning materials, so that students can easily understand the material

and enable students to master the learning objectives; and (c) By using instructional media, students will be better able to master the learning objectives. According to Miarso (2004), "teaching media are everything that is used to direct messages and can stimulate the learner's thoughts, feelings, attention, and willingness to encourage the learning process". Teaching media is something that we can use to share the message, it can stimulate attention, interest, students' thought and feeling in learning activities to achieve learning goals. A crucial phase of educational design is deciding which media to use in a learning process. Teachers, trainers, and learning material designers all have the challenge of determining the best medium for communicating a message, improving understanding of a concept, and gaining and consolidating a variety of abilities. In any case, effectively completing it is critical, as poor selections may affect the learning process's outcome. Through his or her own abilities, knowledge, attitude, and preferences, a teacher can influence media choices and use. A teacher who does not have technical understanding on how to use an overhead projector for example, may be motivated to avoid utilizing it even though it is present in the school. While attempting to implement CLT, teachers must consider the classroom reality and are guided by contextual factors around them (Roy S, 2016). The other factors is the teachers don't confident to use teaching media. a teacher can learn how to master a learning media in order to convince himself to use the media. because the mastery of learning media will create a conducive class and students can enjoy the material presented by the teacher. most teachers use

textbooks as learning media. teachers are only encouraged to use textbooks, so students feel bored during the learning process.

2.6 Previous Studies

There are previous studies related with the topic that have been chosen by researcher. The topic that was chosen is improving students' vocabulary by using realia. The First previous study is increasing students' vocabulary mastery using realia media at the fifth year of SDN Blimbing Ampelgading Pematang: an action research by Sumarni (2008). The second is the use of realia to improve students' speaking ability in procedure text (a classroom action research with the ninth grade students of MTs. Mathalibul Huda Mlongo Jeparo in academic year of 2010/2011) by Rokhmawati (2010). The third previous "Pictures as a means of teaching English vocabulary of nouns and verbs to Elementary school students" by Ingrid (1993). The fourth previous "The use of realia as teaching aid to facilitate third grade of SLTPN 1 Geneng Students" by Puspita (2004). The fifth previous "The Relationship between the students' English speaking skill and their closeness to English" by Hawa Asma Ul Husna (2021). And the last previous "Students' view on EFL speaking problems" by Rhandy Maulana (2016).

In the first previous study researcher was conducted in three cycles. The realia could get the students' interest in learning process. The participant of this study was young learners. The criteria of success that set in this study were 75% students active in learning process and 75% students understood about the vocabulary that taught by using realia. The instrument that researcher used for collecting data were observation, test and interview. In observation the researcher

observed all things that happened during learning process. The test that used by the researcher was written test in multiple choices and essay. The researcher interviewed the students to know students' response about using realia in learning process. The media that used in learning process were real object, miniature and pictures. The result of this study was realia could increase student vocabulary mastery in fifth grade students of SDN Ampelgading Pematang.

The second previous study was conducted in third grade in Mts. Matalibul Huda Mlongo Jepara. In this study researcher was conducted in three cycles, each cycle consists of two meetings. This study focus on improve speaking ability of the students. This study not explained the criteria of success, but has goal to improving students speaking ability. Instruments of this study there were two, the first was observation and the second was test. The researcher used guide observation for observing the students' activity. The test that was given by the researcher was orally and written test, orally to measure students' speaking ability. In the speaking ability the students got score from the fluency, pronunciation and grammar that student was used in speaking. The media that used in learning process was real object. The result of this study was realia could improve students' speaking ability, although the improvement was not significant.

The third previous Ingrid (1993), the student of the English department of Widya Mandala catholic University wrote a library study on the use of pictures in teaching English vocabulary to Elementary school student. In her thesis, "Pictures as a means of teaching English vocabulary of nouns and verbs to Elementary school students", she said that although English has been taught to Indonesian students starting

from their 1st year of Junior High school, many of them still find difficulties in reading English passages. She assumes that one of the reasons for that is their knowledge of vocabulary is very low. Concerning this matter, she pays attention to the possibility of teaching English to the students since they are in elementary school which is in line with the 1994 curriculum. She says that vocabulary is central to language mastery which should be given the first priority in the process of language teaching-learning. She suggests the English teachers of elementary school be creative in varying their ways of teaching since children are easily getting bored with the lessons. Teachers should not always show the same pictures to the students but they can combine it with other techniques of teaching, such as by using real objects.

The fourth Puspitasari (2004), State University of Surabaya wrote " The use of realia as teaching aid to facilitate third grade of SLTPN 1 Geneng students' oral communication skills". Based on her analysis, she can make conclusion that the use of realia can facilitate the 3rd grade of SLTP N I Geneng students' oral communication skills. This research is conducted to give alternative for the English teacher to facilitate the students' oral communication skills by using realia as the aid, but it does not mean that only realia can be used as the aid. There are many teaching aids (especially the visual one) to be used to facilitate the students' in improving their oral communication skills.

The fifth Hawa Asma Ul Husna (2021) state Politeknik Negeri Media Kreatif wrote " The Relationship between the students' English speaking skill and their closeness to English". This study suggests that even in big cities, the level of proficiency in English speaking skills of students as potential industrial players is

still low. The low level of proficiency of these skills is closely related to their closeness to the English language. From this research, it can be concluded that the closeness of English can be in terms of how often they read articles, watch movies, play games, and listen to English songs. Therefore, it is recommended that English lecturers or teachers use teaching methods that can bring students closer to English so that they can always be close to matters related to English, because just being fond of English is not enough to can increase the level of students' English speaking skills.

The last Rhandy Maulana (2016) made research about “Students’ view on EFL speaking problems”. The purpose of this study are to investigate the problems encountered by students in EFL speaking context. In order to ascertain the problems faced by students in learning this skill, qualitative study design undertaken by using purposive sampling, in collecting the data, the writer administrated a number of questionnaires to students in relation to the problems of speaking. The collected data were analyze by presenting them in the form of narration and following three steps proposed by Miles, Huberman, and Saldana (2013). The research finding shows that all students face problem in speaking. The most problems that they face in learning speaking skill are lack of vocabulary, poor pronunciation, less confidence to speak and afraid of making errors while speaking.

The similarity of this previous study are using realia as a media in learning process during the treatment. Realia is useful media for learning process. Students can get more interest when teacher using it in learning process. From the previous

studies above it can be concluded that realia media can be used as a media in learning process especially in taught speaking and vocabulary.

CHAPTER III

RESEARCH METHODOLOGY

This chapter present steps to answer the problems of the study. In particular, this chapter starts with an elaboration of research method, research design, research setting and participants. Further, this chapter also describes technique of data collection, technique of data analysis and research timeline.

3.1 Research Method

This study will employ quantitaive research approach. It is formed from a deductive approach where emphasis is placed on the testing of theory, shaped by empiricist and positivist philosophies of enhancing students speaking skill in vocabulary through realia media behaviors and their impact on speaking skills. It allows for an in-depth investigation of participants' experiences, perspectives, and behaviors in natural settings. The study will be grounded in the interpretivist paradigm, which focuses on understanding the meanings and interpretations that individuals assign to their experiences. This paradigm is appropriate for examining how learners perceive and practice realia media in the context of developing speaking skills.

3.2 Research Design

The research focused on improving students' speaking skill vocabulary mastery through realia media. Research design had an important role for deciding the result of this research, this study used collaborative classroom action research as the research design. Collaborative classroom action research was the design

that can be used to find the result of the action in classroom. Kemmis and Mc. Taggart (1988) described action research as an investigation for participants with aims to improve the rationality and justice of educational practices in understanding of these practice and the situation that practices are carried out. It consists of planning, acting and observing, and reflecting.

There were three steps in conducting classroom action research. The first is planning the action that would solve the problem of the students. The second is acting and observing, after researcher planned the formula that would be applied in class which has problem, researcher acted to treat the students' problem and then observed anything that happened in the class and took notes about everything that happen in class during learning process. The third is reflecting, after researcher acted in the classroom with the formula that was planned before, researcher observed anything that happened in the class and then made conclusion, after that researcher made better formula to next cycle to get the best result.

Collaborative action research was the action research did collaboratively. The research that did collaboratively could be with other teachers or researcher. In this study the researcher did collaboratively with the English teacher in the school. The teacher would be give suggestion to the researcher for better result in learning process. According to Burns (1999) the approach is only action research when it is collaborative, though it is important to realize that the action research of the group is achieved through the critically examined action of individual group member

emphasis in original. The conclusion was the action research that did in collaboratively could get better result.

The researcher when conducted this study was not only became a researcher who observed the students' behavior, but also as a guest in the school who did some actions to reach the goal that had been set before. According to Phillips and Carr (2010), a student-teacher-researcher was a guest in a school and classroom. So the researcher must observe the anything that happened in class during learning process and took a note. The researcher also took the data from the observation and gave some exercises to know the result from the action which had been done. The exercises were given to ensure the vocabulary improvement after did the action. Then the researcher analyzed the data.

3.3 Research Setting and Participants

The data sources for this study will be taken from one of elementary school in Garut. The setting of this study was five grade students in the second semester in academic year 2023/2024. The class consisted of 23 students there were 12 female and 11 male. Based on the preliminary study by gave pre-test for the students. The researcher was chose V class because they were lack of vocabulary and also has some difficulties in English such as in spelled the words, did not know the meaning of words, and pronounced.

3.4 Techniques of Data Collection

The researcher used three instruments for collecting the data. The instruments are observation, pre-test post-test and interview. The instruments were used before implementation and during the implementation of CAR procedures

and the last season researcher interview the student. The researcher gave test to measure the students' vocabulary ability before and after the learning process. The aims of gave the test were for measuring the students' vocabulary and to know the improvement after the students was treated by using realia media. There are several steps in conducting this study. The first did planning, acting and observing and the last was reflecting.

As previously stated, this paper was focused on enhancing student speaking skill in vocabulary through realia media : a classroom action research one of elementary school in Garut. Assessment of speaking according to Brown generally follows several qualitative rather than quantitative evaluation principles. This assessment focuses on various aspects such as fluency, accuracy, pronunciation, and vocabulary. However, the scores or ratings given are not based on mathematical formulas but rather on the use of predetermined rubrics or rating scales.

Here is an example of a common approach to speaking assessment according to Brown:

1. **Fluency:** Evaluation is based on how smoothly participants convey ideas without unnecessary pauses or interruptions. Assessors provide ratings based on their experience listening to participants speak.
2. **Accuracy:** This assessment measures how well participants can understand and respond to information they hear or read. Assessors may ask additional questions or provide instructions to test participants' understanding of the discussed material.

3. **Pronunciation:** Assessment includes the clarity and accuracy of pronunciation in the target language. Assessors observe whether participants can pronounce words clearly and according to the pronunciation norms of the language they are learning.
4. **Vocabulary:** This evaluation involves the accuracy and variety of vocabulary used by participants. Assessors judge whether participants use words that are appropriate and relevant to the context of the conversation.

Scores or ratings in speaking assessment according to Brown are typically given based on predetermined rubrics or rating scales. For example, the rating scale could range from 1-4 for each aspect assessed, where higher scores indicate better proficiency in that aspect.

It's important to note that there is no specific mathematical formula used to calculate a final score in speaking assessment according to Brown. Assessment is more holistic and based on the evaluators' judgment in assessing the quality of speaking based on the established criteria.

Table 3. 1
speaking assessment rubric

SPEAKING ASSESSMENT RUBRIC			
Aspects	Score	Criteria	Indicator
Fluency	1	Poor	Hesitates too often when speaking, which interferes the communication
	2	Fair	Speak with some hesitation, which often interferes the communication
	3	Good	Speaks with some hesitation,

			which seldom interferes the communication
	4	Excellent	Speaks smoothly, with little hesitation that does not interferes the communication
Accuracy	1	Foor	Uses basis structure and makes frequent errors
	2	Fair	Uses a variety of structures with frequent errors, or uses basic structures occasionally
	3	Good	Uses a variety of grammatical structures, but makes some errors.
	4	Excellent	Uses a variety of structures with only occasional grammatical errors
Pronunciation	1	Foor	Makes frequent problems with pronunciation
	2	Fair	Pronunciation are sometimes not clear accurate
	3	Good	Pronunciation are clear and accurate
	4	Excellent	Pronunciation is almost always clear or accurate
Vocabulary	1	Foor	Uses only basic vocabulary and expressions
	2	Fair	Uses limited vocabulary and expreesions
	3	Good	Uses a viriety of vocabulary and expression, but makes some errors in the word choice
	4	Excellent	Uses a variety of vocabulary and expression, and almost never makes some errors in the word choice

3.5 Technique of Data Analysis

In analyzing data the researcher has some steps, such as selecting data, verifying data, and analyze data. In selecting data the researcher chose and selected the data that would be analyzed. The researcher in selected data classified

the data that had been taken from test and interview item during learning process in each cycle. In this process the data that not relevant would be reduced from the list. The next step was verifying the data that had been taken. Verifying the data was important to make sure that the data was valid or not. For the study the researcher must make sure the validity before had been analyzing the data. The last step was analyzing the data. The data that was analyzed related to the problem in the class, such as, the implementation of realia media in classroom and the result of teaching speaking skill in vocabulary using realia media.

3.6 Research Timeline

In this research, the writer used several steps and procedures that is necessary to describe the research in detail. Here were several procedures in this research. First, the researcher had to find out the problem then determined the research design and method, the research instrument, the site and participant, and the data analysis which was used for collecting data on Januari 15, 2024.

Second, the researcher determined data data processing procedures : the researcher determined to make the sutable instruments to collect the data, proposed the research permission to the institute or place where the research conduct on February 7, 2024.

Third, the researcher conducted the research. After preparing all learning equipment, the researcher conducted the action research on February 21, 2024. The students were given the materials and also test items to measure the students' achievement after the learning process on February 28, 2024. During learning process, the researcher observed everything that happened in the classroom on

March 7, 2024. The researcher also observed the implementation of realia media on March 14, 2024, how students responded in using realia media and also how realia media helped students to understand the materials.

The last, the writer arranged the observation process, usually still there were some problems during learning process. Because of that, the researcher had reflected to evaluate the result of the procedures from the planning until observing. The problems that had been found would be discussed and reflected to get successful in this study.

CHAPTER IV

FINDING AND DISCUSSION

This chapter discusses the findings and the outcome of data analysis which consist of the result from the data based enhancing Students' Vocabulary Through Realia: A Classroom Action Research at One of Elementary School in Garut.

4.1 Findings

This part presents the research findings which the researcher found in the field by doing Pre-Test and Post-Test with elementary students. It was related to based enhancing Students' Vocabulary Through Realia: A Classroom Action Research at One of Elementary School in Garut. This study was conducted in one cycle that consisted of four meetings. In conducting this study, there were some steps there are: the first was planning, the second was acting and observing, and the third was reflecting. The completed analysis of the steps was explained as follows. These treatments increasing student's vocabularies, well pronunciation skill in English using the suitable between picture and word in context meaning, realia media is better than descriptive,

4.1.1 Planning

In planning the researcher made lesson plan to teach the students by using realia media. The topic of the materials that the researcher used in learning process was about farm animals. In explaining and giving the example of farm animals, the researcher used realia media. In the first meeting the researcher explained

about farm animals with out realia media. In the second meeting the researcher explained about farm animal used some picture realia media. In third meeting the researcher still used realia media with pictures and vocabulary that are more complex. And the last meeting the researcher gave the student an oral test as the post-test with 10 questions with pair up the picture in statement A and the answer in statement B. The researcher prepared instructional materials that would be used in learning process such as materials that would be discussed, media and test item. The materials that would be discussed were about singing the songs just like “*Old McDonal had a farm*” and “*Bingo*”

4.1.2 Implementing and Observing the Action

The researcher would be discussed about farm animals. The researcher discussed about various types of farm animals in grand father’s house.

4.1.2.1 The Teaching And Learning Process in Meeting 1

The first meeting conducted on February 21, 2024. In the first meeting, all student are present. In this meeting the researcher gave the student an oral test as the post-test with 10 questions with pair up the picture and explain about it. After got student’s score, researcher had been explained describing about farm animals. The various types of farm animals that had been discussed were about various of farm animals. The researcher gave them example of their sound and farm animal’s food. The researcher tried to ask the students what is cow in Indonesian, and the student answer with the word “*sapi*”. The other animal that teacher said sheep and the student answer “*domba*”. The researcher brought the tools that were part of body cow like head, body, feet, and tail.

The researcher asked one of students were sound of rooster in the front of the class. Then, the student said "o oo oooo". Then the student asked to his friend what is animal's sound is this "petok petok petok" it in Indonesia, then the another student answer "ayam". to answer in English, but the students did not know the word "hen" in English. The researcher wrote the words "hen" in the blackboard and then pronounced it together.

After identified tools displayed in the class, the researcher gave students direction to identify what kinds of farm animal that had been modeled in the class. The students answered in the Indonesian, they said "kerbau". The researcher tried to ask the students to say that word in English but they did not know the word "Buffalo", then the researcher wrote it in the blackboard and tried to pronounce it together.

The researcher gave them other example of farm animal in the song. The example that researcher gave was about Old McDonald Had a Farm. The students still confused about the song, such as the pronunciation.



Picture 1 first meeting

In this meeting the student did not interested in learning process. There were some students that not pay attention when teacher explained the materials about farm animal. The students just pay attention when researcher showed the realia in front of the class.

4.1.2.2 The Teaching And Learning Process in Meeting 2

The second meeting was conducted on Wednesday February 28, 2024. There were all students had been present for the class. The activities on the second meeting was discussed the activity 2 and 3. The researcher gave a game for the student namely “looking around us”. The rule of the game was the researcher played the music and the student transferred a board marker to others student beside them. If the music was stopped by the researcher, the student that brought the board marker had to look a picture around them, touch and pronounce it in English also say the meaning. In that game there were some words that student showed by using picture around them like words hen, rooster, cow, sheep, ducks, buffallo, freshwater catfish, horse, goose, chick.



Picture 2 second meeting

In second meeting, the students were more enthusiastic than the previous meeting. It was happened because the researcher tried to get students' attention and motivation by giving them a reward like a snack, when the students have participated in the activities.

4.1.2.3 The Teaching And Learning Process in Meeting 3

The third meeting was conducted on Wednesday March 6, 2024. There were all students had been present for the class. In this meeting the researcher still used realia media. The researcher gave some picture for student. The student asked to match statement A with statement B. First, the researcher prepared the tools and materials to begin the learning session. The researcher stick some picture on blackboard and the student click one picture and they must be said what name the animals and what is something related to animals. Secondly, the researcher asked the students to sit with a distance between each other on the same bench. Thirdly, the researcher and the students sang the song '*Old McDonald Had a Farm*', and

whenever the words 'e-i-e-i-o' were sung, the students had to freeze in place like statues. If anyone made a sound, that student had to step forward and complete the task of matching statement A with statement B. One by one the student go forward of the class for fill in the question. In this learning session, many students were confused and worked on their tasks at the front of the class. Initially, there were only 3 to 5 students, but seeing their classmates solving problems easily at the front, many other students became interested in doing the same tasks in front of the class.



Picture 3 third meeting

In this meeting, the students were more enthusiastic than the previous meeting. It was happened because the researcher tried to get students' attention and motivation by giving them a game and tried the student go forward of the class and gave them appreciate. The other activity that did in this meeting the students was drilled for the vocabulary that had related with the test items. The researcher also reviewed the vocabulary that the students had been learnt in the

previous meeting. The aims for did it was to preparing the post-test and remained the vocabulary that the students had been learnt to get deeper understanding.

4.1.2.4 The Teaching And Learning Process in Meeting 4

The fourth meeting was conducted on Friday March 15, 2024. There were all students had been present for the class. In this meeting , the researcher gave the student an oral test as the post-test with 10 questions with pair up the picture and explain about it.



Picture 4 fourth meeting

4.1.3 Reflecting the Action

After four meetings, there were some reflections in each meeting. Based on observation by the researcher, in the first meeting the students were not interested in the learning process. There were some students that did not give the attention in the learning process. The reflection was about those problems were the teacher should give the students some activities that could make the students more motivated in learning process like displayed the realia and gave a game.

In the second meeting, the researcher made a better plan from the reflection

in previous meeting. Researcher tried to solve the problem that found in the first meeting, like improved the students' motivation with giving reward to the students when they had been finished the task. In this meeting, the researcher gave a game for the student namely "looking around us". the students did not know how to pronounce the some words well such as the researcher gave example how to pronounce those words and the students repeated it.

In the third meeting, the researcher still used realia media and gave a game with sung a song '*Old McDonald Had a Farm*', and this meeting the student seem more interested in expanding their vocabulary, and their pronunciation has also started to improve compared to the first and second meetings. The students are more enthusiastic about working on the tasks given by the researcher. The researcher also made a game to motivate them but the game still related with realia. Based on the students' respond the game and reward make them more motivated in learning process, and made the students more enthusiastic when researcher give them a question about vocabulary.

In last meeting, the researcher gave the student an oral test as the post-test with 10 questions with pair up the picture. And there has been a significant increase in results. There has been a significant increase in results.

The treatment was conducted in four meetings. During the treatment the students showed improvement in vocabulary ability, it proved with knowing more about the vocabulary like the meaning and how to pronounce the words. The students also understood about farm animals, because in the treatment they were given materials about farm animals.

The students made an improvement speaking skill in vocabulary. The students' improvement was not only on the number of vocabulary that they mastered but also from the number of vocabulary that they knew the meaning and more memorize that. The students also better in pronounce some words such as word "bufallo, hen, rooster, goose, etc." The using realia looks give the students some effects, prove with them better in vocabulary during the treatment. The researcher proved it by asking them with the word "grass, cage, stable" in the end of the third meeting and almost of the student in class know the meaning.

Students' pre-test result shows that they had some problems in learning speaking and vocabulary, such as lack of vocabulary, pronunciation, fluency, accuracy, and did not know the meaning of the vocabulary. The lower students' score in the pre-test was 4 and the highest score was 12. The students that has score above 4 were 15 students, students that has score above 5 were 4 students, student that has score above 6 were 1 student, student that has score above 7 were 1, students that has score above 9 were 1 student , student that has score above 12 were 1 student. With the treatment by using realia, researcher hope could be solved those problems.

For the fourth meeting students had post test for measuring theimprovement during treatment. In the post test they did not have difficulties in learning speaking and vocabulary, such as lack of vocabulary, pronunciation, fluency, accuracy, and did not know the meaning of the vocabulary. The test was in 5 minutes per person for 10 test items. The lower students' score in the post-test was 8 and the highest score was 16. The student that has score above 8 were 1

student, students that has score above 9 were 2 students, student that has score above 10 were 1 student, student that has score above 11 were 6 students, student that has score above 12 were 1 student , student that has score above 13 were 6 students, student that has score above 14 were 2 students, student that has score above 15 were 3 students, student that has score above 16 were 1 student.

RQ: Is there a significant difference in scores between the pretest and posttest?

H0: There is no significant difference in scores between the pretest and posttest.

Ha: There is a significant difference in scores between the pretest and posttest.

1. Test the normality of data using SPSS.

NPar Tests

→ Wilcoxon Signed Ranks Test

		Ranks		
		N	Mean Rank	Sum of Ranks
Posttest - Pretest	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	23 ^b	12.00	276.00
	Ties	0 ^c		
	Total	23		

a. Posttest < Pretest

b. Posttest > Pretest

c. Posttest = Pretest

Test Statistics^a

	Posttest - Pretest
Z	-4.207 ^b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Data is said to be normally distributed if sig. > 0.05. Since the sig value for the pretest is < 0.05 (0.00), the data is not normally distributed, so the Wilcoxon signed-rank test is used.

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.339	23	.000	.566	23	.000
Posttest	.165	23	.105	.957	23	.402

a. Lilliefors Significance Correction

Pretest

Pretest Stem-and-Leaf Plot

Frequency	Stem &	Leaf
15,00	4 .	0000000000000000
,00	4 .	
4,00	5 .	0000
,00	5 .	
1,00	6 .	0
3,00	Extremes	(>=7,0)

- H_0 is accepted and H_a is rejected if the Asymp.Sig.value >0.05 . meaning there is no significant difference between pretest and posttest scores.
- H_0 is rejected and H_a is accepted if the Asymp.Sig.value <0.05 , meaning there is significant difference between pretest and posttest scores.

Since the Asymp. Sig. value is < 0.05 (0.00), H_a is accepted, meaning there is a significant difference between the pretest and posttest scores.

4.2 Discussion

Criterion of success was achieved in the first cycle, it means that the researcher not need to continue to the next cycle. This research was ended base on the result of the post-test that student has improved.

Media makes learning process more interesting and can attract students' motivation, media makes students clear for understanding the materials, because of that the students will be easier to rich the goals. Realia also makes learning method more have variation not only teacher that has spoken in class, students has more activities in class like observing, practicing, and demonstrating, Sudjana and Rivai (2002). By using realia during learning process make students' response more enthusiastic and the students more interested in the learning process.

Learning vocabulary is the process the words in our brain until someone get the understanding of the words that prove with having orally comprehension test. Based on Hiebert (2005) learning vocabulary divided into two, the first is decoding words and the second is having oral comprehension test. In VII A class the students learned vocabulary still need a process to understanding the words. The researcher tried to give them more explanation to make the students easier to understand the words. After it the researcher asked them about the word that had been learn, if they still did not understood the researcher would gave more explanation.

The researcher presented the word through real object. Based on Thornbury (2002) there are some choices related to presenting the words meaning, could be through translations, real things, pictures, action/gestures, definitions and

situations. The researcher used real object like 'duck, cow, buffalo, goose, etc' that brought to the classroom to explain the meaning of words.

Realia is media that useful in learning process especially to teach vocabulary. Based on Conroy (2006) the advantage of using realia is to represent the concept of materials that would be taught and also the students easier to build the background knowledge to understand the meaning of vocabulary. Realia can make students to be able to connect the words with the real world, because of that the students easier to understand the meaning.

Theaching vocabulary by using realia is including direct method states by Thornbury (2002). There are procedures in taught vocabulary by using realia that mentioned by Thornbury (2002), the first is teacher selects a numbers of objects, the object can be the things that are usually found in the place where the lesson is given. The other option of especially selected the object for the purposes of the lesson. After selected the object, the teacher shows or point to each object in turn and names it. Then the teacher says the name clearly (but naturally) three or four times. The last, students repeated together what teacher says.

Researcher brought the property to make students felt the real thing in the class, the example researcher brought the tools that used by a farmerman and instructed one of the students to act as a farmerman and the other students identified it together. The realia used in learning process was thing around the class and the tools that used in occupation. The example of realia that brought by the researcher were grass, cage, etc. In taught the objects, the researcher showed the object and asked the students about the objects' name. The students answered

in Indonesian. Then, the researcher said in English 3 times. After it, the researcher asked the students to repeat loudly until they pronounce well.

During the treatment by using realia student more understand about the vocabulary that had been taught, like the word farmerman, grass, buffalo, cow, goose, etc. The students also better in pronouncing the thing around them with the game related to realia.

CHAPTER V

CONCLUSION AND RECOMMENDATION

In this chapter contains of the conclusion and recommendation. The conclusion derived from the findings and discussion. Meanwhile the recommendation is expected to give suggestion for the practical teaching and learning and further study.

5.1 Conclusion

Based on the result that researcher found during treatment by using realia media, the students in one of elementary school in Garut show that they more motivated in learning vocabulary by using media especially realia media. Then, realia can improve students' achievement in vocabulary and well pronunciation of the words. It is provided with the improvement of students' post-test score. The improvement of students' post-test score is significant compared with the pre-test score. Based on the result of this research, realia media can be a helpful media in learning process.

5.2 Recommendation

During the treatment, researcher knows the students' condition and what they want in learning process. Based on that, the researcher wants to suggest, the teacher should pay more attention in students' vocabularies, pronunciation of the words and repeat the pronounce of the words in universal, in group, and individual to get better result in English because vocabulary has important role in learning

English speaking skills. Then the teacher should use media in learning process to make students more motivated.

Recommendation for students, the students should learn more the vocabularies by using real object around them, then support by singing the song English story or English magazines, watching the film for increasing more vocabularies of the student, well pronunciation of English language. Because of the realia and the other facility can improve students' ability in English.

The recommendation is for future researchers, hopefully this research can be the references. The researcher suggest to the further researcher who want to conduct the Classroom Action Research should conduct more than one cycle to get more validity result. Next, hopefully this study can inspire the further researcher dealing with vocabulary and also treat by using realia in the learning process.

The lasts recommendation for goverment to contribute the complite of learning tools in studying English.

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APPENDICES

Appendices 1 Lesson Plan

RENCANA PROGRAM PEMBELAJARAN

Sekolah Dasar

Mata Pelajaran: Bahasa Inggris

Kelas/semester: V/2

A. Kompetensi Dasar:

1. Mendeskripsikan binatang ternak.
2. Mengidentifikasi fungsi dan makanan hewan ternak.
3. Merespons instruksi sangat sederhana mengenai binatang ternak.

B. Indikator:

- Menyebutkan fungsi dan makanan hewan ternak dengan ucapan dan lafal yang benar.
- Mencocokkan gambar dengan pernyataan yang tepat.
- Menyebutkan dan menebak deskripsi hewan ternak.
- Memperagakan instruksi sederhana mengenai suara hewan ternak.
- Mengisi paragraph rumpang.
- Menggambar dan membacakan deskripsi hewan yang digambar.

C. Tujuan Pembelajaran:

Pada akhir pembelajaran, siswa dapat:

- menyebutkan fungsi dan makanan hewan ternak dengan ucapan dan lafal yang benar.
- mencocokkan gambar dengan pernyataan yang tepat.

- menyebutkan dan menebak deskripsi hewan ternak.
- memperagakan instruksi sederhana mengenai suara hewan ternak.
- mengisi paragraph rumpang.
- menggambar dan membacakan deskripsi hewan yang digambar.

D. Materi Pembelajaran: Cow Eat Grass

E. **Alokasi Waktu:** 8 jam pelajaran (4 kali pertemuan)

F. **Metode:** *Integrated Skills* (mendengarkan, menirukan, membaca, penugasan, memperagakan, menggambar).

G. Langkah-langkah Kegiatan Pembelajaran:

Pert I – Keg. Awal Guru menyapa siswa “*Hello, how are you?*” dan siswa menjawab sapaan tersebut dengan baik dan benar. Guru bertanya kepada siswa apakah mereka mengetahui apa saja hewan yang termasuk hewan ternak dan apakah mereka memiliki salah satunya. Kemudian, guru menyatakan tujuan pembelajaran hari ini.

Keg. Inti Guru mengajak siswa membuka buku cetak halaman 94 dan mencermati gambar. Kemudian, guru menanyakan siswa informasi terkait gambar. Selanjutnya guru meminta siswa membuka halaman 95 dan 97 dan membacakan kata yang terdapat di halaman tersebut dan meminta siswa mengulangi dengan ucapan dan lafal yang tepat. Kemudian, siswa diminta untuk mengerjakan tugas buku cetak halaman 96 dan 98 untuk memeriksa pemahaman mereka.

Keg. Akhir Guru dan siswa memeriksa dan membahas jawaban yang benar.

Guru menutup pembelajaran.

Pert II – Keg. Awal

Guru menyapa siswa *“Hello, how are you?”* dan siswa menjawab sapaan tersebut dengan baik dan benar. Guru mengulang pembelajaran pekan lalu dengan memutar lagu *“Moo Moo Moo”* dan meminta siswa menebak hewan dari suaranya.

Keg. Inti

Guru meminta siswa membuka halaman 100 dan membacakan kalimat *“A cow eat grass, A cow gives milk and meat,...”* dan meminta siswa mengulangi dengan ucapan dan lafal yang benar. Kemudian, untuk mengetahui pemahaman siswa, siswa diminta untuk mengerjakan latihan di buku cetak halaman 101 dan 102.

Keg. Akhir

Guru menutup pembelajaran.

Pert III – Keg. Awal

Guru menyapa siswa *“Hello, how are you?”* dan siswa menjawab sapaan tersebut dengan baik dan benar.

Keg. Inti

Guru meminta siswa membuka buku cetak halaman 103 dan membacakan kalimat *“Crow like a rooster, Neigh like a horse, Bleat like a sheep, Quack like a duck.”* Kemudian untuk memeriksa pemahaman siswa, siswa diminta untuk mengerjakan latihan di buku cetak halaman 106 dan 107.

Selanjutnya guru meminta siswa membuka halaman 104. Kemudian, guru meminta siswa berpasangan dan secara bergantian untuk bermain

	tebak hewan dengan memberikan <i>clue</i> dalam bentuk kalimat penjelasan.
Keg. Akhir	Guru menutup pembelajaran.
Pert IV – Keg. Awal	Guru menyapa siswa “ <i>Hello, how are you?</i> ” dan siswa menjawab sapaan tersebut dengan baik dan benar. Guru mengulang pembelajaran minggu lalu dengan memperdengarkan rekaman lagu “ <i>Old McDonald Had A Farm.</i> ” Siswa mendengarkannya dengan baik dan bernyanyi bersama-sama..
Keg. Inti	Guru mengajak siswa membuka buku cetak halaman 108. Selanjutnya, siswa secara individu diminta untuk menggambar dan mewarnai satu gambar hewan ternak dan siswa diminta menuliskan deskripsi singkat mengenai hewan ternak tersebut yang kemudian dijelaskan di depan kelas.
Keg. Akhir	Guru menutup pembelajaran.

H. Penilaian:

Jenis	Halaman	Keterangan
Tertulis	94	Menjawab pertanyaan dengan tepat.
	96	Mencari kata dalam <i>word puzzle</i>
	98	Menandakan jawaban yang tepat.
	101	Mencocokkan gambar dan kalimat penjelasan yang tepat.
	102	Melengkapi daftar mengenai hewan berdasarkan keterangannya

	106	Mencocokkan kalimat penjelasan yang tepat untuk gambar
	107	Melengkapi paragraf rumpang
Lisan	104	Bercakap-cakap dengan teman-temannya mengenai hewan ternak.
Praktek	108	Menggambar, menulis, dan menjelaskan gambar.

I. **Sumber belajar:** Buku *Grow With English 5* Unit 6 halaman 93 – 108, Audio *Grow With English 5* Unit 6.

Mengetahui

Kepala Sekolah

Guru

Appendices 2 The material presented





Sources

:

<https://www.kompas.com/skola/read/2024/04/09/200000969/hewan-ternak--pengertian-dan-contohnya>

Appendices 3 Result Pre-test and Post-test

Speaking Assessment Pre-Test

NAME	ASPECT				Total Score	Criteria
	Fluency	Accuracy	Pronunciation	Vocabulary		
S1	1	2	1	1	5	Fair
S2	1	1	1	1	4	Foor
S3	1	2	1	2	6	Fair
S4	2	3	2	2	9	Good
S5	1	1	1	1	4	Foor
S6	1	1	1	1	4	Foor
S7	1	2	1	1	5	Fair
S8	1	2	1	1	5	Foor
S9	1	1	1	1	4	Foor
S10	1	1	1	1	4	Foor
S11	1	2	2	2	7	Fair
S12	1	1	1	1	4	Foor
S13	1	2	1	1	5	Fair
S14	1	1	1	1	4	Foor
S15	1	1	1	1	4	Foor
S16	1	1	1	1	4	Foor
S17	1	1	1	1	4	Foor
S18	1	1	1	1	4	Foor
S19	1	1	1	1	4	Foor
S20	1	1	1	1	4	Foor
S21	1	1	1	1	4	Foor
S22	1	1	1	1	4	Foor
S23	3	3	3	3	12	Good

Notes :

Excellent : 13 - 16

Fair : 5 - 8

Good : 9 - 12

Foor : 0 - 4

Speaking Assessment Post-Test

NAME	ASPECT				Total Score	Average Score
	Fluency	Accuracy	Pronunciation	Vocabulary		
S1	3	4	3	3	13	Excellent
S2	2	2	3	2	9	Good
S3	2	3	3	3	11	Good
S4	4	3	4	4	15	Excellent
S5	2	3	2	2	9	Good
S6	2	3	3	3	11	Good
S7	3	3	3	4	13	Excellent
S8	2	3	3	3	11	Good
S9	2	2	2	4	10	Good
S10	3	4	3	4	14	Excellent
S11	3	4	3	3	13	Excellent
S12	3	4	3	3	13	Excellent
S13	3	4	3	4	14	Excellent
S14	3	4	4	4	15	Excellent
S15	3	3	3	4	13	Excellent
S16	3	3	3	3	12	Good
S17	2	3	3	3	11	Good
S18	4	3	4	4	15	Excellent
S19	2	3	3	3	11	Good
S20	2	3	4	4	13	Excellent
S21	2	3	3	3	11	Good
S22	2	2	2	2	8	Fair
S23	4	4	4	4	16	Excellent

Notes :

Excellent : 13 - 16

Fair : 5 - 8

Good : 9 - 12

Foor : 0 - 4

Appendices 4 Documentation

Picture 1





Picture 3



Picture 4



Picture 5



Picture 6



Appendices 5 Question Pre and Post Test

The researcher ask to the student :

What is the animal's name and what is something related to animals.?



.....



.....



.....



.....



.....



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Appendices 6 Interview Result

S1

Question : Bagaimana pendapat kamu terkait pembelajaran sebelum dan sesudah menggunakan realia media di dalam speaking ini ?

Answer : Sebelumnya aku gak tahu, tapi setelah menggunakan realia media ini, aku jadi lebih mudah menambah kosa kata.

S2

Question : Bagaimana pendapat kamu terkait pembelajaran sebelum dan sesudah menggunakan realia media di dalam speaking ini ?

Answer : Awalnya pusing ragu pas ada game sama gambar itu jadi gampang.

S3

Question : Bagaimana pendapat kamu terkait pembelajaran sebelum dan sesudah menggunakan realia media di dalam speaking ini ?

Answer : lumayan gampang

S4

Question : Bagaimana pendapat kamu terkait pembelajaran sebelum dan sesudah menggunakan realia media di dalam speaking ini ?

Answer : jadi gampang, miss.

S5

Question : Bagaimana pendapat kamu terkait pembelajaran sebelum dan sesudah menggunakan realia media di dalam speaking ini ?

Answer : awalnya ga yakin tapi sekarang saya mah yakin bisa ngomong inggris

S6

Question : Bagaimana pendapat kamu terkait pembelajaran sebelum dan sesudah menggunakan realia media di dalam speaking ini ?

Answer : lumayan jadi gampang buat menghafal soalnya pake gambar jadi lebih mudah *weh* gitu

S7

Question : Bagaimana pendapat kamu terkait pembelajaran sebelum dan sesudah menggunakan realia media di dalam speaking ini ?

Answer : gampang miss jadi *babari weh* gitu ngomongin nama-nama hewan *teh*.

S8

Question : Bagaimana pendapat kamu terkait pembelajaran sebelum dan sesudah menggunakan realia media di dalam speaking ini ?

Answer : sebelumnya bingung cara ngomong inggrisnya gimana (hewan)
sekarang *mah* bisa.

S9

Question : Bagaimana pendapat kamu terkait pembelajaran sebelum dan sesudah menggunakan realia media di dalam speaking ini ?

Answer : jadi gampang miss

S10

Question : Bagaimana pendapat kamu terkait pembelajaran sebelum dan sesudah menggunakan realia media di dalam speaking ini ?

Answer : dari susah jadi gampang.

S11

Question : Bagaimana pendapat kamu terkait pembelajaran sebelum dan sesudah menggunakan realia media di dalam speaking ini ?

Answer : mudah di praktekan.

S12

Question : Bagaimana pendapat kamu terkait pembelajaran sebelum dan sesudah menggunakan realia media di dalam speaking ini ?

Answer : jadi gak takut lagi belajar bahasa Inggris.

S13

Question : Bagaimana pendapat kamu terkait pembelajaran sebelum dan sesudah menggunakan realia media di dalam speaking ini ?

Answer : mudah dipahami sekarang daripada sebelumnya takut ngomong bahasa Inggris teh takut di ketawain.

S14

Question : Bagaimana pendapat kamu terkait pembelajaran sebelum dan sesudah menggunakan realia media di dalam speaking ini ?

Answer : jadi lebih mudah.

S15

Question : Bagaimana pendapat kamu terkait pembelajaran sebelum dan sesudah menggunakan realia media di dalam speaking ini ?

Answer : dulu susah sekarang lumayan gampang.

S16

Question : Bagaimana pendapat kamu terkait pembelajaran sebelum dan sesudah menggunakan realia media di dalam speaking ini ?

Answer : jadi tahu cara bacanya pas ada gambarnya.

S17

Question : Bagaimana pendapat kamu terkait pembelajaran sebelum dan sesudah menggunakan realia media di dalam speaking ini ?

Answer : lumayan jadi banayak kosa kata.

S18

Question : Bagaimana pendapat kamu terkait pembelajaran sebelum dan sesudah menggunakan realia media di dalam speaking ini ?

Answer : jadi *kayak* bule bisaa ngomong bahasa Inggrisnya hewan ternak.

S19

Question : Bagaimana pendapat kamu terkait pembelajaran sebelum dan sesudah menggunakan realia media di dalam speaking ini ?

Answer : bagus miss.

S20

Question : Bagaimana pendapat kamu terkait pembelajaran sebelum dan sesudah menggunakan realia media ini ?

Answer : dulu gak tahu kalau domba sama kambing beda, pas ada gambar nya terus belajar sama miss cara ngomong nya jadi tahu.

S21

Question : Bagaimana pendapat kamu terkait pembelajaran sebelum dan sesudah menggunakan realia media ini ?

Answer : Lumayan

S22

Question : Bagaimana pendapat kamu terkait pembelajaran sebelum dan sesudah menggunakan realia media ini ?

Answer : Lumayan miss

S23

Question : Bagaimana pendapat kamu terkait pembelajaran sebelum dan sesudah menggunakan realia media ini ?

Answer : awalnya aku teh susah ngapalin kosa kata bahasa Inggris, sekarang mah gampang biar cepet hafal aku harus pake gambar jadi kebayang gitu terus cara ngucapinnya juga gampang.