

Chapter One

Introduction

The first chapter in this research discusses seven parts. First, the researcher present research background. Then, it is followed by statement of the problem, delimitation of the research, research question, research objective, research significance, and organization of the research.

Research Background

Vocabulary plays important role in language. Cameron (2001) stated vocabulary is one of knowledge area in language and plays an important role for students to acquire a language. The students need sufficient vocabulary to practice the four skills, namely listening, reading, writing, and speaking. Vocabulary is needed because without vocabulary they will feel difficult to understand clearly what they listen, hard to write something in their mind, hard to understand what they read and difficult to speak what they want to deliver. In line with Cameron, Alqahtani (2015) perceived vocabulary knowledge is central communicative competences to acquire second language and lack of vocabulary can raise obstacles in learning.

Vocabulary also has relation with English teaching and learning process. Nation (2001) in Alqahtani (2015) has found the relationship between vocabulary knowledge and language used as complementary: knowledge of vocabulary enables language used and conversely, language used leads to an increase in vocabulary knowledge. Therefore, the teachers should find suitable technique and

implemented appropriate media if it is necessary in order to help the students learn vocabulary.

Teaching vocabulary for different level has different selection of teaching media. The teacher must pay attention to the diversity in the implementation of certain technique or the use of media in teaching vocabulary. Thus, the teacher should have consideration on the level of students, the appropriateness media for each level, and the selection of technique should be different depends on the students need. Various teaching techniques and implementation of media can generate good environment. Thus, the students can learn new words in easy and pleased situation. Teaching vocabulary can be supported by using media such as the implementation of English song in learning activity, the use of videos or a game, realia, picture and many other media. Gower (1995) has found that there are several ways of making clear meaning of word, namely realia and visuals, mime, gesture, give example, give explanation or definition, translation, and concept question.

The implementation of realia in teaching and learning vocabulary by bringing the real object or concrete items which can represent the real object will help students acquire new word effectively. According to Lewis and Jimmie (1997) in Wantini (2010), they stated that to explain new vocabulary and help them enter in the students' mind, the teacher can use the real things. It eases to show the item and to explain the meaning. Therefore, the use of realia eases the teacher and students to explain and acquire the materials and bring the learning activity in fun atmosphere.

Based on the researcher's experience when he taught English subject in the internship program, the students had low enthusiasm in joining the course. In learning process, some of students did not pay attention to the teacher. Some of them just played with their friends and several of them daydreaming when the teacher explained the material. The researcher found that most students still had difficulties in vocabulary. They are not clearly understanding the meaning of words from the way the teacher explains to them. Several students also perceived they felt bore. The students had difficulties on remembering some words, and how to pronounce it. The students also had difficulties in writing the vocabularies. It can be challenges for teacher for select and implement teaching technique and media to get and gain students' enthusiasm in learning vocabulary. The teacher is demanded to have ability to teach students in a several aspects such as their competence in teaching and how to teach them with their characteristic and development especially in teaching vocabulary. Other atmosphere occurred while the researcher and group taught vocabulary by implemented realia, the students showed different attitude. The students were more interested in joined classroom activity. They seem more active and felt enjoyed the course.

Referring to the background above, the researcher is interested in conducting a research on pre-service teachers' perception toward the use of realia in teaching vocabulary at the internship program.

Statement of the Problem

Based on the researcher's observation during his internship program, the researcher found that the teachers who taught English course only implemented conventional ways when they were in the class. There was no additional teaching

aid to help the students in learning process. They only used conventional book and worksheet or commonly called Lembar Kerja Siswa (LKS) to help the students understand the course. When explaining vocabulary, the teacher asked students to open LKS with some pictures without colors. The teacher explained vocabulary by writing on the board and describing the picture without showing the real thing, so students just rely on their imagination. The students who joined the course only acted the common attitude, and some students did not pay attention to the teacher. Therefore, one of the problems in teaching vocabulary is the media. Another problem is on the activities conducted when the teachers applies the media. The strength and the weaknesses of the media also become another problem that can be observed in the teaching of vocabulary. The other problem is the diction or the choice of word, and the level of the difficulties of the vocabularies being taught.

Delimitation of the Research

In doing this research, there are three things which will be discussed regarding to the use of realia as the media used by pre-service teacher in their teaching program. First, the classroom activities implemented by pre-service teacher in teaching vocabulary using realia, second, the strengths of the use of realia in teaching vocabulary, and last, the weaknesses of using realia in teaching vocabulary.

Research Question

Based on the background of research above, the question of the research generates as follow:

1. What are classroom activities implemented by pre-service teachers in teaching vocabulary using realia?

2. What are the strengths of using realia to teach vocabulary?
3. What are the weaknesses of using realia to teach vocabulary?

Research Objective

Based on the research question mentioned, this particular research is expected to explore:

1. Classroom activities implemented by pre-service teachers in teaching vocabulary using realia.
2. The strengths of using realia in teaching vocabulary.
3. The weaknesses of using realia in teaching vocabulary.

Research Significance

This research will hopefully give benefits to the pre-service teacher, English teachers, students, and further researchers. The research is expected to be beneficial for:

Pre-service teachers. This research enlightens pre-teachers to gain more information about various teaching media. This research also provides the information about realia that can be implemented as teaching aid in classroom. Furthermore, after know the strength of using realia, the pre-service teachers can use realia to teach vocabulary. Since this research provides new knowledge of some problems that probably appear in teaching vocabulary, the pre-service teacher is expected to be able to overcome the challenges appear in teaching vocabulary. Besides the pre-service teacher can solve the problem regarding to the weaknesses of using realia to teach vocabulary. Then, the pre-service teacher also

can implement or develop more various activity while teaching vocabulary using realia.

English teachers. This research also provides information to English teachers to use additional media to teach vocabulary. By observing the used of realia as teaching media to teach vocabulary by the pre-service teacher in the internship program, the English teacher can use the same idea to teach vocabulary. English teacher can implement realia in their teaching activities. The English teacher also can solve possible problem that may occur during implementation of realia.

School students. This research also can give information to the students in school who have difficulties in learning vocabulary that realia can be a useful tool in helping them to learn vocabulary in an enjoyable environment and to avoid boredom. Besides, the students are able to find the easier strategy in learning vocabulary. The students also can become aware on the importance of vocabulary in learning activity.

Further researchers. This research will give additional information about realia as teaching aid in learning vocabulary. Therefore, they can use this research as a reference for the further research. Other researchers also have a chance to gain deeper and develop idea about realia as a teaching aid in learning vocabulary

Organization of the Research

The structure of the research is organized as follows. Chapter one consists of research background that contains the elaboration on the importance of vocabulary for the students. It is also followed by the explanation of teaching

vocabulary, and the implementation of media in teaching vocabulary. Then, the implementation of realia in teaching vocabulary. Statement of the problem explains that the teacher only implemented conventional method in teaching vocabulary. Delimitation of this research provides the main focus of this research only focus on the classroom activities implemented by pre-service teachers in teaching vocabulary using realia, the strengths of using realia in teaching vocabulary, the weaknesses of using realia in teaching vocabulary. Furthermore, research question of this research is divided into three question; a. what are classroom activities implemented by pre-service teacher in teaching vocabulary using realia; b. what are the strengths of using realia in teaching vocabulary; c. what are the weaknesses of using realia in teaching vocabulary. The research objective is intended to explore classroom activities implemented by pre-service teachers in teaching vocabulary using realia, the strengths of using realia in teaching vocabulary and the weaknesses of using realia in teaching vocabulary. Research significance mentions some parties that are hopefully can get benefits from this research. Then, the last section of this research is organization of the research.

Chapter two reviews the academic literature that related to this research. This chapter elaborates more about the theories which are related to this research, the first elaborate pre-service teacher, and followed by vocabulary there are subtopics to be reviewed, such as definition of vocabulary, teaching vocabulary and the importance of vocabulary. In the next subchapter, discusses realia, the definition and characteristic are provided. The last in chapter two discusses the use of realia in teaching vocabulary review teaching vocabulary using realia,

activities to teaching vocabulary using realia, the strength and weaknesses of using realia in teaching vocabulary.

Chapter three highlights the methodologies that were used in this research. This research presented qualitative as the research method and used descriptive qualitative as the research design. The information about the setting of the research such as place, and time of conducting the research are provided in this chapter. The students of ELED of a Private University in Yogyakarta batch 2014 were selected as participant of this research. The explanation about the instrument of this research and the reason why the researcher chose such instrument are presented. Moreover, the information on how the researcher collects the data and how the data were analyzed are clearly explained here.

Chapter four of this research presented the finding and the discussion based on the data gathered from conducting interview. Moreover, this chapter is divided into three different sub-chapter. First, classroom activities in teaching vocabulary using realia implemented by the pre-service teacher. Second, the researcher reported findings and discussion about the strengths of using realia in teaching vocabulary. Last, the researcher reported findings and discussion the weaknesses of the using realia in teaching vocabulary.

Chapter five of this research provides conclusion and recommendation. All summaries of every findings are presented in conclusion. The conclusion covers four summaries of the research. It covers classroom activities in teaching vocabulary using realia implemented by the pre-service teacher, the strengths of using realia in teaching vocabulary, the weaknesses of using realia in teaching vocabulary. Recommendation for several parties is presented the last part.