

## **Chapter Two**

### **Literature Review**

This chapter presents specific discussion about literature of the research. In the first, the researcher provides elaboration from pre-service teacher. Then, followed by elaboration from vocabulary, it is presenting the definition of vocabulary, teaching vocabulary, and the importance of vocabulary. Next, there is elaboration about realia that consist of definition of realia and characteristics of realia. Then, discusses further about the explanation about the use of realia in teaching vocabulary, reviewing about teaching vocabulary using realia, activities in teaching vocabulary using realia. The strength and weaknesses of using realia to teach vocabulary also provided.

#### **Pre-service Teacher**

Pre-service teachers are the college students who are enrolled within training program within a regular classroom setting under the guidance of an in-service teacher and supervisor. Pre-service teacher teaches the students in a public school on the course in order to practice student's skill in teaching. Zulkifli (2018) mentioned that pre-service teachers are students who enrolled in teaching practicum program. Carlin (2013) added that "pre-service teachers are those engage in initial teacher education programs at undergraduate or postgraduate level" (p.77).

Moreover, based on the explanation above, pre-service teacher is a student who play role as real teacher and teach in actual classroom in order to practice several skills in teaching.

## Vocabulary

In this part, the researcher elaborates more about vocabulary. The first one will explain about definition of vocabulary. The second will explain more about types of vocabulary. Then followed by elaboration of the importance of vocabulary and ended by teaching vocabulary.

**Definition of vocabulary.** According to the Cambridge online dictionary, a noun of vocabulary defined (a) all the words known and used by particular person; (b) all the words which exist in particular language subject. Besides, Oxford online dictionary defined vocabulary is the body of words used in particular language. Alqahtani (2015) defined vocabulary as words that must be known to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary). Linse (2006) in Blintz (2011) perceived that “vocabulary is the collection of words that an individual knows” (p. 121). According to Hornby (1995), he defined vocabulary as the total number of words in language; vocabulary is a list of words with their meanings. Moreover, vocabulary is used by every people to speak and interact with the other people. This is in line with Burns (1972) in Alqahtani (2015) that argued that vocabulary as the stock of words which used by a person, class, or profession. Furthermore, vocabulary can be defining a set of words that have meanings and used by individual or groups to build a communication between one people to another for certain purpose.

Based on several explanations above, it can be concluded that vocabulary is a set of words that assembled into sentences or phrases that people use to

communicate for a specific purpose. Moreover, vocabulary is a basic form of communication which has shaped a word.

**Teaching vocabulary.** Teacher or pre-service teacher should have sufficient amount of vocabulary. They have to be able to teach vocabulary as many as possible in order to make the students to be able to receives and gives information in communication and education context. Wallace (1982) stated it is possible to have a good understanding of how system language works and yet not be able to communicate in it, if we know the vocabulary we need and usually possible to have communication well. It can be concluded that teaching vocabulary also important to the students aside from grammar. Wilkins (1972) argued that “without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed” (P.110). The teacher also ensures that the students not only understand about the meaning of words, but also, understand about the context of words. It intends to avoid misunderstanding when students want to build a communication with the others.

In teaching vocabulary, there are some aspect that the teacher should pay attention on it. Teaching vocabulary for different level also has different treatment. The differences on the instructional modes, approaches, activity, method and media to develop students’ vocabulary in each level should be compatible. The teacher should apply appropriate teaching techniques and use appropriate media in teaching vocabulary. Wallace (1982) to produce the language in teaching vocabulary, the teacher should have criteria, there are (a) recognize in spoken or written form; (b) recall it at will; (c) relate it to an appropriate object or concept; (d) use in it in the appropriate grammatical form;

(e) in speech, pronounce it in a recognizable way; (f) in writing, spell it correctly; (g) use it at the appropriate level. The teacher should provide practical techniques and media on teaching vocabulary that students are able to enhance their learning new words effectively. Then, teacher should be able to lead the students to produce the language in written form and spoken form.

**The importance of vocabulary.** Vocabulary plays important role in language. Vocabulary is the basic from words and used by people to create a sentence to communicate to other. Cameron, (2001) argued that building up a useful vocabulary is central to the learning of a foreign language at primary level. Besides, when people attempt to make a conversation using foreign language, they should have much vocabulary to convey their purpose. Vocabulary is used to express our mind and feeling, it can express in written or spoken form. It can explain that words are the most important tools for communication. Moreover, having enough vocabulary can help someone to understand what they are talking about. Edge (1993) mentioned that “knowing a lot of words in a foreign language are very important because the more vocabularies you know the better chance you have to understand or make yourself understood” (p.27).

In teaching and learning process vocabulary also play importance role. Krasen, (1998) as cited in Wantini (2010) stated that in order to make a progress in English, students need to know the vocabulary or the target language to be able to clearly understand what they hear and what they read. Knowledge in vocabulary must be vivid understanding by students in order to ease them in acquisition. Students who have a lot of vocabulary of foreign language have a big chance to learn the language easily. Good mastery in vocabulary helps the students to

express their ideas in appropriate context. By mastering many words, students will be able to comprehend the reading topic, understand clearly what other people talking about, speak fluently to give response and can write several ideas from their mind. Without vocabulary, someone will have difficulties to understand the meaning of foreign language. Vocabulary is all about words and good mastery of vocabulary can help someone understand language.

### **Realia**

In this part, the researcher discusses more about realia. The first sub-chapter discusses the definition of realia. Then it is followed by elaboration of the characteristic of realia.

**Definition of realia.** Realia are the real thing or representation or imitation from real thing for additional education equipment. According to the Cambridge online dictionary, realia are defined as a real objects or pieces of writing, used to help teacher in teaching students in a class. Besides, Oxford online dictionary defined realia as an objects and material from everyday life and it is especially used as teaching aid. Herrell & Jordan (2000) perceived “A term for real things-concrete objects-that are used in the classroom to build background knowledge and vocabulary” (p.23). Nunan (1999) defined realia as objects and teaching props from the world outside the classroom that are used for teaching and learning. Richards & Platt (1988) in Oyarzo, Vargas, & Reyes, (2008) defined realia as actual objects and items which brought into the classroom as an example or an aid to be talked or written about and used in language teaching.

Based on the theories above, it can be concluded that realia are an original form that used in the classroom to illustrate the material given by the teacher into

the real situation. Furthermore, it can be inferred that realia are unmodified real things inside or outside the classroom which is used by the teacher for teaching learning process. Realia refer to the real objects or artifacts, models or representation. The representation of using realia is when teacher gives the topic about transportation; the teacher can use miniature of transportation or a toy of a car, a plane, a bike, or a train to explain what the real they are. Harmer (2007) argued that teacher sometimes come into the class and brings plastic fruits, two telephones to help stimulates student conversation.

**Characteristic of realia.** Realia as a teaching aid has several characteristics, Wantini (2010) mentioned several characteristics of realia are:

***Related to the real world.*** Realia are a real object or artifact from real environment. They are related to the real form of certain things but the size is smaller than the original. It is commonly called a miniature. Berwald (1987) mentioned that realia refer to the real objects, specimens or an artifact from a particular culture. Meanwhile, there are a lot of miniature that presents the real things but in smaller form. It can present transportation, vegetables, animals, and many others. Rusman (2005) perceived that realia are media existing in the natural environment. He also mentioned example of realia, they are plants, rocks, animals, and food (as cited in Daud, 2013).

***More portable and accessible than the whole environment.*** Realia as a miniature from real thing is easier to bring everywhere than the whole environment. Teacher can give topic about transportation to the students by showing a toy or miniature of plane, cars, train, and ship. The teacher does not need to bring the real plane, cars, train, and ship into classroom. Harmer (2007)

argued that teacher sometimes comes into the class and brings plastic fruits, two telephones to stimulate student conversation.

***Can be touched, manipulated and observed.*** When teacher gives the realia to the students, they are able to directly observe. They can touch and observe the realia such as observe to know how it works and how does it is used. They observed the real thing through realia. Furthermore, the students can generate idea and inference from what they see and touch.

***Inexpensive and readily obtained.*** Realia help teacher to present a large environment into smaller units that accessible into classroom. They are commonly cheaper and easy to get. If teacher wants to presents about zoo to the students, the teacher can bring a toy of several animals and show them to the students. Meanwhile, it can ease the teacher. If teacher brings all students to real zoo, the teacher should pay attention to every student and the price of ticket is commonly quite expensive.

***Infinitely various.*** Realia as a representation of real thing have many forms. The teacher can find it in many groups. They can be a representation of transportation, animal, vegetable, human body, building, and many more. The teacher just has to select the suitable realia for the students based on the topic being present.

***Fill several learning objectives or educational recreational need.*** Realia are not only can represent the real thing into smaller form and helping students in acquiring the language but it also can attract the students' attention to play with it. It can be one of benefit of realia. They are not only helping teacher and students in

teaching and learning activity but also, can be an educational recreational in the classroom to make learning activity more enjoyable.

***Meaningful without language.*** When teacher presents realia that students already know, they can convey their opinion to the teacher without teacher explanation. Students are able to understand what the thing is, they know how the thing works and what the purpose of the thing is.

***Lead from the general to the particular, or the reserve.*** Realia as a teaching aid can ease teacher to bring whole environment into smaller environment in the class. It can help teacher to explain the materials to the students beyond on the use of books or worksheet. Realia can directly see and touch to increase students' enthusiasm in learning. Realia also can bring students' imagination to explore wider than students just listening teacher explanation and seeing the textbook.

### **The Use of Realia in Teaching Vocabulary**

In this part, the researcher elaborates more about teaching vocabulary using realia, the activities in teaching vocabulary using realia and the last, strengths and weaknesses using realia to teach vocabulary.

**Teaching vocabulary using realia.** Teacher or pre-service teacher should have certain strategies to teach vocabulary. They have to be able to teach vocabulary as many as possible in order to make the students to be able to receive and give information in communication and education context. Wallace (1982) stated it is possible to have a good understanding of how system language works and yet not be able to communicate in it, if we know the vocabulary we need and usually possible to have communication well. It can be concluded that teaching



vocabulary also important to the students aside from grammar. The teacher also ensures that the students do not only understand the meaning of words, but also, understand the context of words. It intends to avoid misunderstanding when students want to build a communication with the others.

In teaching vocabulary, there are several aspects that teacher should pay attention on it. Teaching vocabulary to different level also has different treatment. The differences on the instructional modes, approaches, activity, method and media to develop students' vocabulary in each level should be compatible. The teacher should apply appropriate teaching techniques and use appropriate media in teaching vocabulary. Wallace (1982) argued that to produce the language in teaching vocabulary, the teacher should have criteria, there are (a) recognize in spoken or written form; (b) recall it at will; (c) relate it to an appropriate object or concept; (d) use in it in the appropriate grammatical form; (e) in speech, pronounce it in a recognizable way; (f) in writing, spell it correctly; (g) use it at the appropriate level.

The teacher should provide practical techniques and media on teaching vocabulary that students are able to enhance their learning new words effectively. Thus, teacher should be able to lead the students to produce the language in written form and spoken form. Technique employed by teacher is depending on some factor, such as the level of students, the materials availability, time availability and the effectiveness for the students. Takač (2008) stated that teacher should have a strategies and suitable technique to present new vocabulary to students. There are several techniques concerning teaching of vocabulary, if teacher wants students to remember vocabulary and prevent them from forgetting.

Sanusi (2009) mentioned there are three categories of techniques in teaching vocabulary; contain of visual technique, verbal technique, and the use of dictionary.

Realia are one of visual techniques that can be used by the teacher to teach vocabulary to the students. In research conducted by Sanusi (2009) mentioned that there is some form which involve visual techniques including realia, picture, mime and gesture. Teaching vocabulary using realia can ease the teacher to explain the meaning and ease the students understand the meaning. It also can attract students' attention and avoid them playing with their own. Oyarzo et al. (2008) real object can attract students' attention and concentration. Thus, realia also can avoid students feel bored with the lesson. By showing real object to the students, realia also help the teacher to stimulate students understand the meaning. Thornbury (2002) stated that realia can be an alternative to show the meaning by presenting a set of concrete objects to illustrate or demonstrate them.

**Activities in teaching vocabulary using realia.** Teaching vocabulary using realia give various activities involving teacher and students in classroom. Thornbury (2002) stated that "The use of realia, pictures and demonstration was a defining technique of the direct method" (p. 78). In this activity's teacher shows each realia first, then the teacher mentions the name of each realia for three times or four times. After that the students follow the teacher to mention and remember the name of realia. Harmer (2007) argued that using realia is helpful for teaching the meaning of words and can stimulate the students' learning activity in classroom. If teacher wants to explain about transportation, he or she can bring the

miniature of car, bus, train, and ship into classroom and use the miniature to present new words to students.

Realia also include in to Total Physical Response (TPR) technique. According to Thornbury (2002), he argued that realia is also a technique that has been reclaimed by practitioners of a Total Physical Response, a method that promotes initial immersion in high quantity of comprehensible input. Thornbury (2002), stated that a TPR lesson typically involves the teacher demonstrating actions, using real objects and then getting the students to perform similar action. In TPR activity, the teacher asks the students to perform similar action from teacher demonstration. The teacher asks the students to point at the realia or gives commands to the students. Alqahtani (2015) stated that object can be used to show meanings when vocabulary consist of concrete nouns. Introducing some new words by showing the real object can help the students to memorize some words through visualization.

**Strengths and weaknesses of using realia to teach vocabulary.** Realia as a teaching aid has several strengths such as helping the teacher explain the material to the students, beside realia also has weaknesses while teacher decide to use it.

***Strengths of realia.*** Realia in teaching and learning activity is a real thing to generate a link between words to real world. Teacher can use realia as an opening to introduce the materials of the lesson. Aini (2013) argued that realia can be used as starting point to introduce the lesson and understanding concept of the material. The teacher also has opportunity to implement the effective teaching methods and build of creative classroom activity outside the habitude using

textbook to present the material to the students. Hunt & Beglar (1998) in Oyarzo et al. (2008) perceived that realia can help students because they not only hear the word and meaning but also receive visual reinforcement. Realia also can build the classroom live by making students directly sense the things being presented. It can make students being actively involved with the classroom activity. Oyarzo et al. (2008), argued that a solution to the scarcity of effective materials is the implementation of creative classroom that move beyond reliance of textbook and enliven a classroom by using sense to involving students.

Furthermore, realia are presenting natural approach in classroom.

Teaching and learning process become more natural because between teacher and students can easily present and acquire by presenting the real objects in the activity. Oyarzo et al. (2008), argued that this learning is natural and not forced, this is in line with the natural approach conception, students are presented and taught a foreign language in authentic setting. Moreover, Oyarzo et al. (2008) explained that realia included in the category in teaching techniques to presents the vocabulary associated with visual techniques and when presenting new words, realia often illustrates the meaning more directly and quickly than trough verbal explanation. It gives opportunity to cut down the teacher talking time to explain the meaning to the students.

Besides, realia also help students to understand the meaning of new words same with when they convey the meanings in a clearer way. French (1983) in Oyarzo et al. (2008) stated that real object attracts the students' attention and concentration. It can clarify that realia can attract students' attention to the topic being discussed. It can help the teacher to catch all students to involved the

activity and avoid students feel boring, sleepy and they fun with their own stuff. Then, a research conducted by Suharsih and Hamidiyah (2012) also mentioned that there are several advantages for presenting realia in the teaching and learning (a) kinesthetic learning is type of learning that students most effectively acquire, mostly because they will have hands-on experience; (b) the use of realia brings a welcome change in the class, a break from typical class activities like reading and writing; (c) the unexpectedness having to suddenly interact with the real objects will keep students on their toes, it will create excitement and they will have fun; (d) students have a chance to practice real life situations like using maps and asking for direction in a foreign language, but with the guidance of someone who speak fluently and will get help them get right. Once they hit the street, they will feel more confident in speaking the language with the local. The last, students will clearly understand the reason they are learning a particular ESL component. Instead of wondering when and where they might have used for a particular language element, they will know the reason.

***Weaknesses of using realia.*** As a teaching aid which have several strengths, realia also have weaknesses when it used in the classroom activity. There are several disadvantages of using realia as a teaching aid in classroom:

*The size.* If teacher wants to bring the real object of transportation (car, motorcycle, train) into classroom, it will not be suitable for classroom study because the size is too large. Jones (1994) argued that some of realia itself can probably too large or too small (as cited in Rusman, 2013). Otherwise, some of them also too small if the teacher only brings single item of imitation realia and use it into all classroom.

*Potential hazard.* Some of them require teacher supervision when it is used. If teacher want to shows the real thing of animal, electrical or mechanical equipment, the students should be under teacher supervision to avoid students get harmed or realia get damaged. Jones (1994) perceived live animals, weapons, fragile equipment, electronic devices and electrical equipment can cause potential hazard both teacher or students (as cited in Rusman, 2013).

*Cost.* Real thing is more expensive than the miniature or the representation. Moreover, the cost of miniature also depends on the material and the quality of realia itself. Jones (1994) several of real things are quite expensive than the representation (as cited in Rusman, 2013).

### **Review of Previous Related Study**

There are two previous studies that had been conducted related to this study. The first study conducted by Wantini (2010) entitled "*Improving Students' Vocabulary Mastery Using Realia*". This aims of this study is to find out whether or not realia can improve students' vocabulary. This study conducted an action research in 2009. Researcher conducted this action research in two cycles, each cycle consists of planning, action, observation, and reflection. This study Took place in fourth grade SD Negeri Kalimacan and involved 18 students. In collecting the data, the researcher conducted both quantitative and qualitative data collection. In quantitative, researcher conducted test, consist of pre-test and post-test. In qualitative, the researcher conducted observation, interview and documentation.

In analyzing the data, researcher calculated the mean score of pre-test and post-test then compare them. The researcher also interviewed the teacher and

students before and after conducting this study. The researcher documented the activities during the action by took picture. The result of this action showed that students' vocabulary is improved. It can be seen from the result from pre-test and post-test score. In cycle 1 the mean score shows from 7.05 to 8.16 and in cycle 2 the mean score shows from 7.23 to 9.16. They were also show positive behavior by showing good participation and more active in joining the course.

The second study conducted by Aritonang & Sinulingga (2012) entitled "*Improving Students' Vocabulary Achievement by Using Realia*". This study conducted a classroom action research at class VII-1 SMPN 17 Medan. This study has 38 students and conducting 2 cycles which consist three meeting each cycle. To gather the data, researcher used vocabulary test for the quantitative data and diary notes, observation sheet, questionnaire sheet and interview for gathering qualitative data.

The result of this study showed that realia significantly improved students' achievement in vocabulary. The mean score of vocabulary test 1 from cycle I is 61.75, then the mean score from vocabulary test 2 from cycle I improved to 81.85, then in vocabulary test 3 from cycle 2 the mean score 92.90. The mean score of vocabulary test 1 until 3 continuously improved. The diary notes and observation result also showed that students gave their good respond during teaching and learning process using realia. Questionnaire and interview report also showed that realia had helped them in learning vocabulary. Thus, it can be concluded from two related study above is to find whether or not realia improved students' achievement in vocabulary. The finding shows that realia significantly improved students' achievement in vocabulary.

The two of previous studies above intended to find the improvement from implementing realia through conducting classroom action research. The differences with the current study are on the main focus of the research. The researcher used these two previous studies as the references to support current study which intended to explore classroom activities implemented by pre-service teacher in teaching vocabulary using realia, the strengths of using realia in teaching vocabulary, and the weaknesses of using realia in teaching vocabulary through qualitative study.

### **Conceptual Framework**

Realia is defined as a term of real things, concrete object that used in the classroom to build background knowledge and vocabulary. It can be a tool in teaching vocabulary by showing a real thing to students. Realia can generate the live classroom by making the students directly sense the things being presented. Realia is part of the category in teaching techniques to present the vocabulary associated with visual techniques, and when presenting new words, realia often illustrates the meaning more directly and quickly than through verbal explanation.

Referring to the reviews above, this study has focus to explore classroom activities implemented by pre-service teachers in vocabulary using realia, the strengths of using realia in teaching vocabulary, and the weaknesses of using realia in teaching vocabulary.



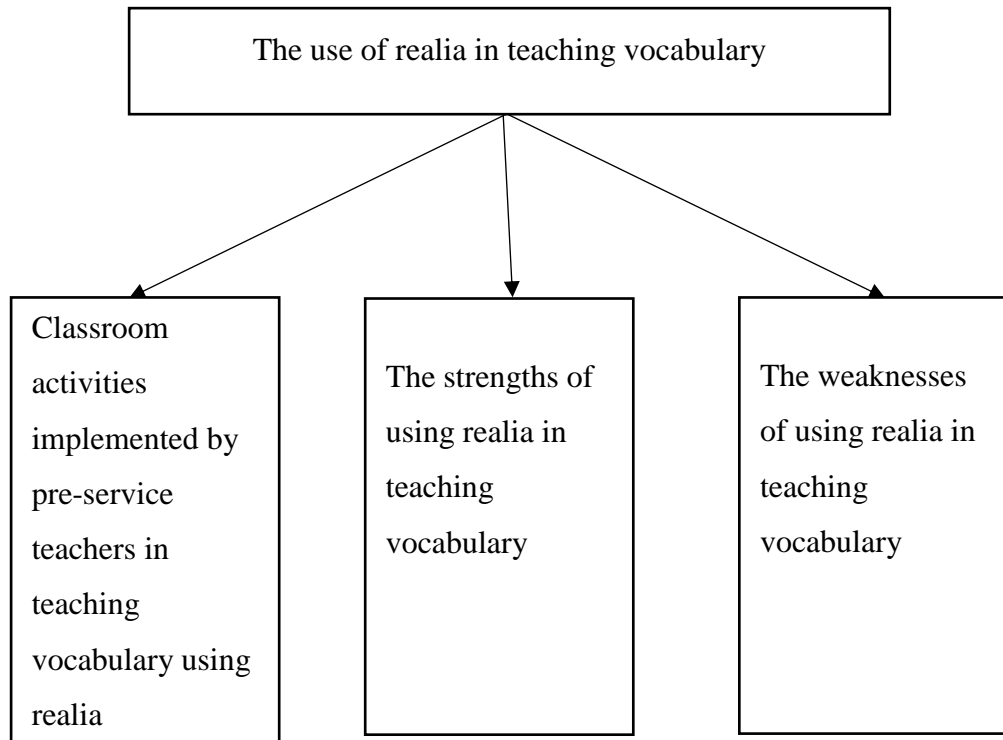


Figure 1: Conceptual Framework