

Chapter Four

Finding and Discussion

In this chapter, the ser presents the explanation about finding and discussion. The findings that the researcher gathered are reported and discussed based on the research objective. The first section reports classroom activities in teaching vocabulary using realia implemented by the pre-service teacher. The second section explains the strengths of using realia in teaching vocabulary. The weaknesses of using realia in teaching vocabulary is reported in the last section. The researcher also relates the findings to the literature review from the experts in order to support the findings of the research.

Classroom Activities in Teaching Vocabulary using Realia Implemented by the Pre-service Teacher

The first research objective is to explore classroom activities in teaching vocabulary using realia implemented by the pre-service teacher. Based on the data gathered, the researcher obtained four activities in teaching vocabulary using realia implemented by the pre-service teachers. First, the pre-service teachers implemented a group discussion. Second, the pre-service teachers implemented a game activity. Third, the pre-service teachers implemented question and answer activity. The last, the pre-service teachers implemented outdoor learning activity. The finding and discussion about the classroom activities in teaching vocabulary using realia implemented by the pre-service teacher are discussed below.

Group discussion. The first classroom activity found in this research is a group discussion. The pre-service teacher implemented a group discussion in

teaching vocabulary using realia. There are two pre-service teachers who implemented group discussion.

Eko mentioned, “The activity that I did during practicum and used realia was that I make a group discussion” (Eko.3). Catur made a group discussion as well as Eko. He stated, “We often made a group discussion consist of three or four students then each group we gave one or two objects” (Catur.4).

From the statement above, Eko stated that he implemented a group discussion and select a certain object to give it to the students. Eko then gave instruction to the students to discuss several things related to the topic. In the end of discussion section, Eko asked the students to deliver the results from the discussion. Similar to Eko, Catur implemented group discussion by giving three or four objects to the students and having them describe the object. Catur also asked the students to mention the vocabulary related to the objects, for example the vocabulary about adjectives of the objects that he gave.

Using realia in the group discussion activity provides the students to directly interact with the object and strengthen their memory and learning experience using the object. Duhs (2010) stated that applied object-based learning introduces the students to work with the objects in the group and explores in-depth information. This activity also enables the pre-service teacher to apply student-centered learning. To sum up, group discussion and using realia in the classroom can help the pre-service teacher to teach vocabulary as well as to apply students centered learning activity.

Game activity. The second classroom activity found in this research is game activity. In the internship program, two pre-service teachers implemented

game activity when teaching vocabulary using realia in the classroom. The games involved words and real objects. Eko declared that “I have ever used a word game using the objects” (Eko.2). Similarly, Tri mentioned that “Playing a game using the objects that I bring” (Tri.3).

Two pre-service teachers used a game when teaching vocabulary in the classroom. Eko implemented word game in the last activity. Eko showed the objects to the students and asked several questions related to vocabulary of the objects, such as the names and meaning of the objects or the color of the objects. The students who answered the correct answers could leave the classroom. Similar to Eko, Tri also declared that she implemented the game. Tri showed the object that she brought and randomly selected the students to mention the names and meaning of the object. If the student could not answer correctly, the nearest students should help to answer it.

The game that the pre-service teachers implemented in the internship program was played by integrating the words and objects. This game is called word game. According to Wright, Betteridge, and Buckby (2005), word game focuses on the word rather than the sentence, and the word game also has the aim to make the students to be able to identify the words, including the spelling and meaning. Since the word game uses an object, in which the object is the replica of the real object or the real object, in other words, the pre-service teachers implemented realia in teaching vocabulary through word game activity. The students not only learn new vocabulary and its meaning, but also learn the spelling and pronunciation if the teachers provide them.

Question and answer activity. The third classroom activity found in this research is question and answer activity. The second pre-service teacher, Dwi, mentioned that he implemented question and answer activity when teaching using realia to review what have been explained. Dwi mentioned that “We have question and answer section that we used to review the learning process” (Dwi.3).

Dwi used question and answer section in his activity in teaching using realia. Dwi gave a task related to the realia to the students. After discussed by the students, the task was reviewed through question and answer section. Dwi reviewed the lesson by showing the object and repeatedly asking the names and meaning of the objects to the students.

Based on the finding, question and answer involves realia in teaching vocabulary. The pre-service teacher can give the questions to the students by showing the realia and ask the names and meaning. The pre-service teacher is also able to use this activity to review the lesson that has been explained in the classroom. This activity can help the students to practice asking and answering. Fauziati (2002) argued that question-answer enables the teacher to asks question to the students as confirmation activity. More importantly, the question and answer section enable the students to remember and practice the vocabulary that has been discussed. This activity is also called as confirmation and follow up activity by the teachers.

Outdoor learning activity. The last classroom activity implemented by the pre-service teacher in this research is outdoor learning activity. Together with the students, the teacher showed objects related to the topic that can be found

around the school. The fourth pre-service teacher, Catur, stated, “I invited students to walking around the school then see the objects that we can found” (Catur.3).

Based on the finding above it can be said that one pre-service teacher invites students to walking outside the class. According to Catur, the pre-service teacher invites the students to explore around the school to see the real object in the school environment. The real object around the school is categorized to realia in the real form. Moreover, teaching vocabulary using realia needs the object as resources. The various objects can be found outside the classroom that the teachers can explore the vocabularies based on the topic lessons, such as the names and meaning of the object itself, the shape of the objects, the color of the objects, and the function of the objects.

Outdoor learning activity and observing the object can be resources to the students, and many activities that the teachers can do outside the classroom in order to reach more vocabularies. Bailly (2011) mentioned what the teachers can do outside the classroom to obtain other important resources of vocabulary are the students’ talking to a friend, traveling, watching television, and listening to music. To conclude, outdoor learning activity can be implemented in teaching vocabulary when the teacher wants to use real realia.

The Strengths of using Realia in Teaching Vocabulary

The next research objective is to explore the strengths of using realia as a teaching aid in teaching vocabulary. Based on the data gathered, the researcher found that there are six strengths of using realia as a teaching aid in teaching vocabulary perceived by the pre-service teacher. Ease to deliver the topic, enable students to be more active, attract students’ attention, help students acquire new

vocabularies, build creative classroom, and one of the effective learning media to teach vocabulary. Below are the discussions regarding the strengths of using realia as a teaching aid in teaching vocabulary.

Ease to deliver the topic. The pre-service teacher perceived that the use of realia can ease them in delivering the topic to the students. Realia as an additional teaching media help the pre-service teacher in delivering topic to the students. A pre-service teacher, Eko, believed that using realia can ease him in delivering the topic. Eko perceived that “I think it’s easier to deliver the topic to the students” (Eko.4).

The function of realia is to make simple of the way a pre-service teacher in presenting the topic. Kustiyono (2000) suggested that the use of media is to support all the activity in order to ease in delivering information. Eko implemented realia as he expected that it would help him deliver the topic easier. In delivering the topic, Eko used realia as a teaching media and show it to the students in the classroom. Since the students already know what the object is, Eko only needed to show the object and asked them the names of the object in English. In addition, the use of additional teaching media such as realia in the classroom also aims to gain the quality of teaching and learning activity. As demonstrated by Kasihani (2007), several functions of the use of media is to help the learning process become simple and be able to present a concept in order to make students understand easier. Therefore, using realia can help the pre-service teacher deliver the material easier to the students, particularly when teaching vocabulary.

Enable students to be more active. This research found that teaching vocabulary using realia makes the students more active in following the activity.

It is supported by two pre-service teachers in this research that they perceived that the students became more active after given realia and the activity which involved in using realia. Dwi stated, "I feel that the students become more active in joining learning process" (Dwi.5). Dwi declared that the students actively asked and joined the discussion. Catur also had the same argument that realia make his students active in the class. He stated, "After we tried to use realia the students become more active in joining the activity" (Catur.5). Catur added that when the students entered the classroom, they seemed to have low motivation. After given the realia, the students became more active in looking up the names of the realia and its meaning in English.

That using a teaching aid such as realia in learning makes students more active is supported with the research conducted by Wantini (2010). Wantini demonstrated that the students also showed positive behavior by showing good participation and more active in joining the course. The same finding was brought by Bably and Nusrat (2017) that bringing the object into classroom may create the opportunities to the students to become active learner and independent. Since realia is a learning media, Arsyad (2007) added that the use of media in teaching-learning process can gain students' motivation. Besides, Suprihatiningrum (2013) also stated that teaching using several methods and media can optimize students in doing learning activity. Hence, the use of realia enables students to have positive attitudes, and one of them is having students become more active in the classroom.

Attract students' attention. A pre-service teacher in this research perceived that the use of realia attracts students' attention. Based on the data

gathered, the researcher found that realia can attract student's attention. It can be found from the statement of third pre-service teacher. Tri expressed that it helped her in learning as it has the students concentrate and focus on the topic. "I feel easier to attract students' attention to concentrate and focus on the topic being taught" (Tri.4).

Tri stated that teaching using realia can help her attract student's attention. She felt easier to attract student's attention while teaching using realia rather than writing on the board. Using traditional method in teaching, such as writing the materials on the board, may not attract student's attention because some of them prefer to enjoy playing with their own. The finding is in line with the statement from French (1983, as cited in Oyarzo et al., 2008) that the use of real object can attract students' attention and concentration. Besides, teaching using realia also can attract the students' attention to keep interact with their classmates discussing the object and the topic. Realia thus can help the teacher to gain student's enthusiasm in learning English.

Help students acquire new vocabularies. The use of realia can increase new vocabulary. The vocabulary was acquired when mentioning the names of the object. Tri stated, "I think I can increase students' new vocabulary" (Tri.6). Tri stated that after she showed the realia to teach vocabulary, the students can be easier to remember the meaning of the words. Then, vocabulary mastery of the students increased. Tri also stated that she did not teach by not only translating the object, but also looking up the vocabulary related to the object.

An action research conducted by Wanini (2010) supported this finding of the research. Wantini's post test result after implemented realia in the classroom

showed that the students' vocabulary mastery improved. Similar to Wantini, the result of vocabulary test showed the improvement and the students gave their good respond during teaching and learning process using realia (Aritonang & Sinulingga, 2012). Hence, it is obvious that the use of realia in teaching vocabulary can increase students' new vocabularies.

Build creative classroom. Another strength of using realia as teaching aid in teaching vocabulary is that it can build creative classroom. Catur mentioned, "and build creative classroom in the way they learn and find the information" (Catur.6). Creative classroom means that the teachers are able to find another way to teach English aside from the use of textbook and worksheet. Hunt and Belgar (1998, as cited in Oyarzo et al, 2008) declared that realia can help students not only hear the words and its meaning but also receive visual reinforcement. Oyarzo et al. (2008) added that realia are a solution of effective media in the implementation of creative classroom that use learning media except the use of textbook. Parallel with Oyarzo et al, Smith (1977, as cited in Suharsih and Hamidiyah, 2012) also stated that the use of realia is a break from typical classroom activities such as reading and writing Therefore, additional teaching tool such as realia except the use of textbook and worksheet, can build creative classroom.

One of the effective learning media to teach vocabulary. The last finding related to the strengths of using realia to teach vocabulary is that realia is believed to be one of effective media to teach vocabulary. Based on the data gathered, the researcher found that there were two pre-service teachers who perceived that realia are one of effective learning media to teach vocabulary. Dwi

perceived that “I think it’s more effective to teach especially for elementary school or Junior High School” (Dwi.4). Beside Tri argued that “I feel more effective if I explain the topic by showing the object.” (Tri.5).

Dwi highlighted that realia were suitable to the students in beginner level. He mentioned that realia can be more effective if it is implemented in elementary school and junior high school. Similar to Dwi, Tri perceived that showing the object of realia and explaining its meaning is more effective than only asking the students to find the meaning in the dictionary. By showing the object, students can easily remember the meaning of word.

Additional learning media can be more effective. Haycraft (1983) argued that realia are one of effective media in teaching English. Besides, the use of realia also helps the pre-service teacher save teacher’s time allocation. Bably and Nusrat (2017) argued that realia can save the teachers’ time because the students can recognize an object immediately and following explanation are no longer necessary. Oyarzo et all. (2008) added that the teacher illustrates the names and its meaning of realia more directly and quickly than through verbal explanation. Hence, the use of realia also can be alternative way to teach vocabulary effectively, especially for beginner level.

The Weaknesses of using Realia in Teaching Vocabulary

The last research objective is to explore the weaknesses of using realia as a teaching aid in teaching vocabulary. Based on the findings of this research, the researcher found that there are four weaknesses of using realia as a teaching aid in teaching vocabulary. They are limited size and quantity of the objects, uncontrolled classroom, complicated preparation before teaching, and extra cost to

buy the objects. The following are findings and discussion for the weaknesses of using realia as a teaching aid in teaching vocabulary.

Limited size and quantity of the objects. The first findings of weaknesses of using realia as a teaching aid in teaching vocabulary is that the size and quantity of the objects are limited. Based on the data, the researcher obtained that one pre-service teacher, Dwi, stated that the size and quantity are limited. Dwi perceived that “The size and quantity of the objects are limited” (Dwi.8).

Dwi demonstrated that the size of the objects was too small if used in a whole class. This is in line with Jones thought (1994, as cited in Rusman, 2013) that several realia are probably too large or too small. The small object or representation in the smaller size sometimes cannot present a whole thing from the real objects. Besides, the smaller object probably cannot be a good representation because several information cannot be delivered to the students. Ibrahim and Syaodih (2003) added that the representation of the object cannot provide all information of the actual object (Ibrahim & Syaodih, 2003). Thus, the pre-service teacher needs to select appropriate size of the objects.

Uncontrolled classroom condition. The second finding found about the weakness of realia as a teaching aid in teaching vocabulary is uncontrolled classroom condition. Uncontrolled means when the students are more enjoy playing with teaching media than involved in learning activity. The use of realia should be under pre-service teacher’s control to avoid the students lose their concentrate in learning. Based on the data gathered, the researcher found that one pre-service teacher who perceived that using realia trigger the students just enjoy

play with the objects. Eko perceived that “I feel teaching using object cause the students more enjoy playing with the object than the learning activities” (Eko.5).

Teaching using realia without supervision of pre-service teachers triggers students to more enjoy playing with the object rather than involve in learning activities. Based on the finding above, Eko perceived that teaching using additional media cause the students lose their attention from the topic being taught. Thus, it can be said that, the use of additional teaching media should be under pre-service teacher control to avoid students in the classroom lose their attention from the object being taught.

Complicated preparation before teaching. The third finding on the weaknesses of using realia as teaching aid is the complicated preparation. Dwi stated that “is on the preparation because it’s fairly time consuming” (Dwi.6). Eko also stated, “Quite difficult to prepare the object” (Eko.6). Catur also had the same thought, “The thing that become problem is on the preparation before teaching. (Catur.7).

The statements above mentioned that preparation before teaching becomes the weakness in using realia. The pre-service teachers need to prepare their teaching equipment based on students’ need and certain topic. The differences of topic for each meeting in classroom require different object. Thus, the pre-service teacher needs extra time to prepare the suitable objects in one meeting. It is supported by Temo (2009) that the disadvantages of using realia is a special preparation and commonly time consuming (as cited in Bably & Nusrat, 2017). Therefore, the pre-service teacher needs extra preparation to prepare the object

before they the teacher teaches in the classroom. The pre-service teacher also needs to select the appropriate object based on the topic.

Extra cost to buy objects. The last finding on the weaknesses of using realia to teach vocabulary is that extra cost to buy the objects. Dwi stated, “We must buy and spend our personal money and the toy which is expensive” (Dwi.7). Similarly, Catur argued, “I think several objects in the real form or representation have an expensive price” (Catur.8). Dwi and Catur had the same experience that to bring realia in the classroom, they need to buy by themselves the realia which is sometimes expensive at cost. Ibrahim and Syaodih (2003) also suggested that the cost to buy a variety of real objects are sometimes expensive. Hence, the cost of the object can be one of weakness because the price of the objects is sometimes expensive. The pre-service teachers should also spend their personal money if they want to use realia as a teaching aid in the classroom.