

TEACHING ENGLISH VOCABULARY BASED REALIA KITS AT SDN 35 TAJUNCU

Jusmaniar N¹, Sitti Nurjanna², Sulviana³, dan Abdullah⁴

Prodi Pendidikan Bahasa Inggris

Universitas Islam Makassar

STIM LPI Makassar

Email: Jusmaniar.dty@uim-makassar.ac.id

Abstract: Teaching English Vocabulary based Realia Kits at SDN 35 Tajuncu. This study aims to find out teachers' perception on Realia Kits used, students' interest, and types of Realia Kits used in teaching English. This is a Descriptive Qualitative Study, located in SD Negeri 35 Tajuncu. Informants as the object of research are Teachers of SD Negeri 35 Tajuncu who teach English. Researchers used interview, observation, and documentation as instruments in collecting data. Based on the results of data analysis, teachers responded the kits positively. In line with the observation which were used to measure students' interest, it was found that students of SD Negeri 35 Tajuncu had high interest in Realia as teaching media. Moreover, From three types of Realia, 'Unmodified Real Things' was the most applicative type.

Keywords: English, Realia Kits, Perception, Interest.

Abstrak: Pembelajaran Kosakata Bahasa Inggris berbasis Realia Kits di Sekolah Dasar 35 Tajuncu. Penelitian ini bertujuan untuk mengetahui pendapat guru mengenai media Realia, Minat Belajar siswa, serta jenis-jenis media Realia yang digunakan guru dalam mengajar. Penelitian ini merupakan penelitian deskriptif kualitatif dengan lokasi penelitian di Sekolah Dasar 35 Tajuncu. Informan yang menjadi objek penelitian difokuskan pada guru-guru sekolah dasar dalam mengajar bahasa Inggris. Instrumen penelitian yang digunakan adalah wawancara, observasi, dan dokumentasi kemudian dianalisis secara deskriptif. Berdasarkan hasil analisis data, guru memberikan pendapat yang positif, minat belajar siswa yang diperoleh melalui observasi lapangan menunjukkan bahwa siswa SD Negeri 35 Tajuncu memiliki minat yang tinggi terhadap Realia, dan dari tiga jenis Realia yang ada, jenis Unmodified Real Things merupakan jenis yang umumnya digunakan.

Kata Kunci: Bahasa Inggris, Realia Kits, Persepsi, Minat Belajar.

INTRODUCTION

English is a subject that tends to be demand by all students including elementary school students because this subject is quite different with other subjects. This condition is influenced by the language of instruction use, which uses Indonesian Language. Moreover, it is being a barrier to the students because the difficulties in remembering and memorizing vocabularies. Students sometimes find it difficult to make sentences, for example in communication and conversation. In addition, learning English requires hard effort because in general, English emphasizes four skills, including: Listening, Speaking, Reading, and Writing.

In the teaching and learning process, there are several factors that influence the achievement of learning objectives such as teachers, students, environment, methods / techniques and teaching media. Learning outcomes in the teaching and learning process is not only determined by students, but also teachers as facilitators who have challenges in delivering materials in order to be understand easily by students. Not only that, and can also integrate skills and elements of language with each other.

A teacher certainly has a lot of information about how to build an attractive classroom. One of them, the teacher can make stories in class using pictures, music, and some other visual media. Teachers and

students can communicate in class well, while delivering teaching material with fun.

In the learning process, the teacher is certainly expected to be able to use media that is not only focused on these three things. Instead, it is expected to always apply learning that involves students in the learning process and the teacher designs creative learning that fosters student activity in learning.

Heinich, Molenda, and Russell (1993) define media as a communication channel. The term media itself comes from Latin and is the plural form of the word "medium" which literally means "intermediary" which is the intermediary of the source of the message (a source) with the recipient of the message (a receiver).

The choice of learning media, especially English, must be effective. One alternative media that is often used is Realia. Realia is a real media that exists in the surrounding environment, in the sense that the media must be concrete so that students can be actively involved in the learning process so that the material presented by the teacher can run well. The media can be shown to students during the learning process.

Media Realia is an original object that is still in a state of being intact, can be operated, live, in actual size, and can be recognized as the original form (Uno, 2012: 117). Additionally, Munadi (2008: 108) states that there are 3 (three) kinds of Realia, namely; Unmodified Real Thing, Modified Real Things and Specimens (samples). 1) Unmodified Real Thing (unmodified real objects) Unmodified Real Thing is a real object that is as it is without any change unless it is moved from its original place. These objects actually have characteristics, namely objects that can be used and in a normal size and can be known by their real names, such as various leaves. 2) Modified Real Things

(modified real objects) Modified Real Things categories include mock-ups, miniature and cutaways. 3) Specimen (Sample) Specimens are often interpreted as samples of an object in the same group or category. A specimen is sometimes not modified and is usually part of the environment. Specimens that are used in the teaching process are usually in bottles, boxes, etc.

METHOD

This study used Descriptive Qualitative method in answering research questions. Technique of analysis adopted from Miles and Huberman's theory which includes data reduction, data display, conclusion and verification..

FINDING AND DISCUSSION

He finding of this study derived from Interview, Observation, and Documentation which were analyzed simultaneously.

1. Teacher's Perceptions

In conducting research, quantitative and qualitative data are needed to obtain research validity. As explained in the previous paragraph, researchers used interview in collecting qualitative data to support quantitative data.

Students' problem was pronunciation which is one of indicator in vocabulary. Not only in pronunciation, students also find problems in finding the meaning of the words they use, therefore it was difficult for them to make simple sentences.

Although there are some students who have problems in mastering pronunciation and vocabulary, however teachers like Realia because it can help them in mastering vocabulary to be formulated in sentences. Realia Kits which were applied in teaching, encourage them to overcome their problems

in vocabulary mastery. Especially pronunciation and vocabulary's meaning.

Positive perception and the teacher's response to a learning media is very influential in its implementation because this will determine students' interest in learning. The use of media that is good and fun can affect the interest in learning so that learning outcomes will be influential. A learning media including learning media in English is not only expected to make interest increase but can be useful and change different learning environments.

Excerpts from the teacher's answer from the interview above provide evidence of the benefits of Realia applied in the teaching of English. It is proven that Realia is attractive and suitable for elementary school students because they can remember and understand vocabulary easily. In addition, this media also does not make students feel bored because they are faced with an exciting and fun atmosphere.

Realia is not only a visual medium in teaching but also a transformation from a learning process to a game because Realia can be used in many situations or activities, especially in learning English, especially in vocabulary. Realia is a unique and interesting learning media so students feel interested and excited and motivated in learning English to achieve good learning goals.

2. Students' Interest in Learning English by using Realia

Learning interest is one of the factors that contribute to student learning outcomes so that teachers need to understand and find the right ways and media in teaching to achieve learning goals. Learning interest in learning English has the potential to influence learning outcomes.

Based on the results of data analysis on the learning interest of Students at SD Negeri 35 by using observation, it showed that students of SD Negeri 35 Tajuncu had a high interest in Realia, as proved in the table below:

No.	Participants	Indicators					Total	Percentage	Classification
		A	B	C	D	E			
1	I	3	3	2	4	3	15	75	Active
2	II	3	4	3	3	4	13	65	Active
3	III	3	3	3	3	3	15	75	Active
4	IV	3	3	3	3	3	12	60	Average
5	V	2	3	2	3	2	10	50	Average
6	VI	2	2	3	3	3	13	65	Active
7	VII	2	3	4	3	3	12	60	Active
8	VIII	3	3	3	3	3	15	75	Active
9	IX	2	3	2	2	3	9	45	Average
10	X	2	3	2	3	2	12	60	Active
11	XI	2	3	3	3	4	15	75	Active
12	XII	2	3	3	3	4	15	75	Active
13	XIII	3	3	2	4	4	12	60	Average
14	XIV	4	4	3	3	4	14	70	Active
15	XV	3	3	3	2	3	14	70	Active

16	XVI	3	3	3	3	4	12	60	Average
17	XVII	2	3	3	2	3	13	65	Active
18	XVIII	2	2	2	2	4	12	60	Average
19	XIX	2	2	2	2	2	10	50	Average
20	XX	4	3	3	3	4	17	85	Very Active
21	XXI	2	2	2	3	3	12	60	Average
22	XXII	2	2	2	2	3	8	40	Not Active
23	XXIII	3	3	3	2	4	15	75	Active
24	XXIV	3	2	4	3	2	12	60	Average

Table 1. Observations table of Student Learning Interest

From the table, it can be seen that 13 or 54, 17% of students have an interest in active categories, 10 or 41.67% of students are categorized as active, and only 1 or 4.16% of students are classified as underactive, and not one student categorized as inactive. The table above shows that the average percentage of learning interest from 24 students observed in the use of Realia is relatively high.

Based on the results of observations, the researchers concluded that students at SD Negeri 35 Tajuncu were interested in the Realia media used by teachers in teaching English. This is evidenced that the average score of the observation is 12.79 with an average percentage of 63.96 percent categorized in the active category. From the results of the above analysis shows that, learning English using Realia Kits influences students' interest in learning at SD Negeri 35 Tajuncu.

3. Realia Kits is a real media that is found in the surrounding environment, the media is shown to students during the learning process. Through real objects or objects, teaching and learning activities can involve all of the students' senses. In addition, the advantage of Realia media is that it can translate ideas/ ideas that are abstract to be realistic.

After analyzing data from documentation, the researchers concluded that most of teacher at SD Negeri 35 Tajuncu applied "Unmodified Real Thing" in teaching English

CONCLUSION

Teachers need to be more creative to deliver their materials and manage classes in teaching vocabulary. In addition, they are also must provide opportunities and motivation for students to support students' learning interests. Therefore, teacher are expected to create materials in supporting teaching and learning process. Realia is one of recommended teaching aid to be applied in teaching especially in English vocabulary because it can help students to solve their problems in English especially in vocabulary, such as lack of vocabulary and pronunciation and find meaning of vocabulary. In addition, the teacher considers that Realia is interesting and makes the learning atmosphere enjoyable. Students have a high interest in learning towards Realia which is applied in teaching English. From three types of Realia Kits, "Unmodified Real Thing" used to be applicative because it does not require a modification..

DAFTAR PUSTAKA

- Ali, H. Muhammad. 2004. *Guru Dalam Proses Belajar Mengajar*. Cetakan Kedua Belas. Bandung : Sinar Baru Algensindo.
- Arsyar, Rayandra. 2011. *Kreatif Mengembangkan Media Pembelajaran*. Jakarta: GP Press.
- Heinich R, M. M. (2002). *Instructional Media and Technology for Learning*. New Jersey: Prentice Hall, Inc.
- Purwoningsih, Heny. 2011. *Pengaruh Penggunaan Media Realia Terhadap Hasil Belajar*.
- Slameto. 2003. *Belajar Dan Faktor-Faktor Yang Mempengaruhinya*. Jakarta:Rineka Cipta.
- Sugandi, Achmad, dkk. 2004. *Teori Pembelajaran*. Semarang:UPT MKK UNNES.
- Sugiyono. 2013. *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*. Bandung: Alfabeta.
- Susanto, Ahmad. 2013. *Teori Belajar & Pembelajaran di Sekolah Dasar*. Jakarta: Kencana Prenada Media Group.
- Uno, Hamzah B. 2012. *Profesi Kependidikan*. Jakarta: Bumi Aksara.