AN UNDERGRADUATE THESIS

THE USE OF REALIA MEDIA
TO INCREASE THE VOCABULARY MASTERY
AMONG THE SECOND YEAR STUDENTS
AT MIN 1 METRO

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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THE USE OF REALIA MEDIA
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Presented as a partial fulfillment of the Requirements
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in English Education Department

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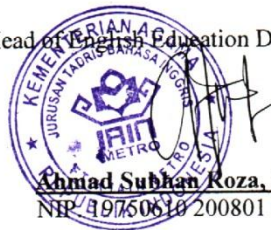
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AssalamualaikumWr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka Skripsi yang disusun oleh:

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Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

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THE USE OF REALIA MEDIA
TO INCREASE THE VOCABULARY MASTERY
AMONG THE SECOND YEAR STUDENTS
AT MIN 1 METRO

ABSTRACT

By:
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The aim of this research to find that realia media can increase the students' vocabulary mastery and their learning activity. In this reseach the reseacher limits the problem the use of media to increase the vocabulary mastery. The action hypothesis of the research is is the use of realia media can increase the vocabulary mastery.

This research is classroom action research. This research was conducted on September 2018. This study was conducted on the second year student of MIN 1 Metro. There were 28 students. In this research, the reseacher taught vocabulary using realia media. This research is classroom action research was conducted in two cycles, cycle 1 and cycle 2. Cycle 1 consisted 3 meeting, the first meeting was used to pretest, the second and third meeting was used to the action and post-test 1. In the cycle 2 consisted of two meeting, the first meeting for the action, and the second meeting for the post test 2.

Based on the result data analysis since pre-test up post-test of cycle, the students' average score of pre-test is 44, the average score of post-test in cycle 1 is 64, and the average score of post-test in cycle 2 is 79. So, there is progress from 44 to 64 and finally be 79. It can be seen from the data, such as: there is increasing about 21,5 point of progress average score from the pre-test to the post-test in the cycle 1. Then the cycle 2 have progress average score from 64 to 79 there is increasing about 16 point. It means that the students could achieve the target. The target is 70% students gained score. It means that teaching vocabulary using realia can increase the students' vocabulary mastery.

Key Words: Realia Media, Vocabulary Mastery, Classroom Action Research.

PENGGUNAAN MEDIA REALIA
UNTUK MENINGKATKAN PENGUASAAN KOSAKATA
SISWA KELAS II MIN 1 METRO

ABSTRAK

Oleh :
Nita Indah Sari

Tujuan dari penelitian ini adalah untuk mengetahui apakah pengunaan media realia dapat meningkatkan penguasaan kosakata siswa dan akivitas belajar mereka. Dalam penelitian ini peneliti membatasi masalah pengunaan media untuk meningkatkan penguasaan kosakata. Peneliti membuat hypothesis bahwa pengunaan media realia dapat meningkatkan penguasaan kosakata pada siswa.

Penelitian ini diselengarakan pada bulan September 2018. Subjek penelitian adalah siswa kelas II MIN 1 Metro yang terdiri dari 28 siswa. Dalam penelitian ini penulis mengajar Bahasa Inggris mengunakan media realia. Penelitian ini dilakukan dalam 2 siklus, yaitu siklus 1 dan siklus 2. Siklus 1 terdiri dari 3 pertemuan, pertemuan pertama digunakan untuk pre-test, pertemuan kedua dan ketiga digunakan untuk mengajar dan post-test 1. Di siklus 2 terdiri dari 2 pertemuan, pertemuan pertama untuk mengajar dan pertemuan kedua untuk post-test 2.

Berdasarkan analisis hasil data dari pre-test ke post-test, nilai rata-rata dari pre-test adalah 44, nilai rata-rata post-test dari siklus 1 adalah 64, dan nilai rata-rata dari post-test 2 adalah 79. Jadi, kemajuannya dari 44 ke 64 hingga menjadi 79. Ini bisa dilihat dari data 21,5 point meningkat dari nilai pre-test ke post-test di siklus 1. Kemudian, di siklus 2 meningkat dengan nilai rata-rata dari 64 ke 79 yaitu 16 point. Ini artinya siswa telah mencapai target, yaitu targetnya 70% siswa mendapatkan nilai 65. Berdasarkan data tersebut mengajar kosakata dengan mengunakan media realia dapat meningkatkan penguasaan kosakata pada siswa.

Kata Kunci: *Media Realia, Penguasaan Kosakata, Penelitian Tindakan Kelas.*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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States that this an undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, December 2018
The Reseacher,

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Menyatakan bahwa Skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, December 2018
Yang Menyatakan

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c

MOTTO

إِنَّمَآ أَمْرُهُۥٓ إِذَآ أَرَادَ شَيْـًٔا أَن يَقُولَ لَهُۥ كُن فَيَكُونُ ﴿٨٢﴾

" His command is only when He intends a thing that He says to it, "Be," and it is (Yasin: 82)".

(Sesungguhnya keadaan kekuasaanNya apabila Ia menghendaki adanya sesuatu, hanyalah Ia berfirman kepada (hakikat) benda itu:"Jadilah engkau!". Maka ia menjadi.)

(Yasin:82)

DEDICATION PAGE

This undergraduate would proudly be dedicated to :

My beloved family, father (late) Mr. Sarbini, mother Mrs. Sriyati, My

beloved brothers Eka Aprindo Setiawan and M. Dakar Aldino for loving,

praying and great support to finish this paper.

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First of all, the researcher would like to praise to Allah SWT for His blessing so that to she can finished this undergraduated thesis. The main goal of this thesis is to fulfill one requirement in accomplishing the S-1 degree of the English Education at IAIN Metro Lampung. This thesis is titled: The Use of Realia Media to Increase the Vocabulary Mastery Among the Second Year Students at MIN 1 Metro.

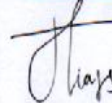In this opportunities, the researcher would like to express her deepest gratitude especially to:

1. Prof. Dr. Hj. Enizar, M.Ag, as the Head of IAIN Metro Lampung.

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Finnaly, my god bless and reward them in return for their help and the researcher would also like to appreciate any constructive criticism in order to improve this research. The researcher hope this thesis would be useful to all readers.

Metro, December 2018

The Reseacher

Nita Indah Sari
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CHAPTER I

INTRODUCTION

A. Background of Study

English becomes the most important international language that is almost all countries place it as the second or taught at their formal school. In order to be able to survive in the globalization era, one needs to master English to prepare the students' mastering of an international language. So that, English is one of compulsory in Junior High School to university levels.[1] In Elementary school, English is taught as a local content.

So that the purpose of teaching English in Elementary School is to prepare the students to learn English in a higher level in this case in Junior High School. It means children are introduced to English earlier at Elementary school. It is hoped that they can learn English more naturally as they learn their mother tongue, it becomes the basis for the students to learn English at the higher level. The students are introduced English through vocabulary learning at Elementary school, it will become the basic competence and it's also an important element to get other such as listening, speaking,

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[1] Zahra Akbari," Current challenges in teaching/learning English for EFL learners: The case of junior high school and high school",in https://core.ac.uk/download/pdf/82125519.pdf download on October 23,2018.

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reading, and writing. There are also language components; pronunciation, vocabulary and grammar.

Beside that, to make the student could communicate in oral and written form. The vocabulary is one of the language aspects that should be learned by students to have good listening, speaking, writing and reading ability. In learning, vocabulary doesn't mean the learners only memorize the words but also they have to understand the meaning of words and how they use the words in language. If the students Mastering vocabulary, they will be able to express their ideas into written, speak, or other.

In another word, If they lack of vocabulary, they will get difficulties to understand the words or use the words in language. So that, the basic of vocabulary need to teach in Elementary school because it is the basic level. The way of teaching vocabulary in elementary school is not the same as teaching vocabulary to adult learners. Because the motivation of the young learners in learning is only to get new thing in their life while playing. So that there were some problem in learning vocabulary faced by the students, There were some problems in learning vocabulary faced by the students.

Therefore, Elementary school teachers need appropriate methods to teach the students. Because they have different characteristics and motivation. The teacher will get difficult if they can't motivate young learners properly because it is their characteristic. So the

teacher has to get the best technique for teaching young learners. They should create an alternative technique to teach young learners to make the learners interested in learning process and avoid the boredom. Elementary school students still have limited vocabulary, because they get difficulties to memorize the meaning and pronounce the English words.

Based on the phenomenon above, the researcher chooses realia media to increase vocabulary mastery. The researcher assumed that the teaching-learning process in the classroom will be interesting and enjoyable. Therefore, the researcher wants to increase vocabulary mastery through realia media to help the students remember the meaning of English vocabulary. Because there are several problems found that most of students still have difficulties in learning vocabulary. The problem that the students had difficult to remember the vocabulary. The students were not instrested in English class. In teaching learning process some students did not pay attention to the teacher. They were chatting in the class, or playing their writing equipment when the teacher explained the material or gave exercise. Beside that the teacher did not bring other teaching aids such as attractive bigger picture or realia that attracted students' curiosity to get their interest. This happened to the students of MIN 1 Metro that make them get a low score on the English test. Based on the data of

pre-survey in the MIN 1 Metro, the students' vocabulary must be increased. The data can be shown as follows:

Tabel 1.The English Score at the second years of MIN 1 Metro

NO	STUDENT'S SCORE	SCORE	CATEGORIES
1	AAA	60	Incomplete
2	ANK	60	Incomplete
3	APC	50	Incomplete
4	AG	60	Incomplete
5	FAP	50	Incomplete
6	FRH	40	Incomplete
7	GR	60	Incomplete
8	HHF	60	Incomplete
9	HAD	40	Incomplete
10	HW	80	Complete
11	IZ	60	Incomplete
12	JM	60	Incomplete
13	NTA	70	Complete
14	RPP	60	Incomplete
15	RAA	70	Complete
16	RR	50	Incomplete
17	SP	60	Incomplete
18	SHA	60	Incomplete
19	CR	60	Incomplete
20	MFP	60	Incomplete
21	YMS	60	Incomplete
22	ANA	60	Incomplete
23	ANH	60	Incomplete
24	RSA	60	Incomplete
25	EPS	50	Incomplete
26	SKR	60	Incomplete
27	RM	60	Incomplete
	Total	1640	
	The Average Score	61	
	The Minimum Score	65	

Source: Presurvey, taken on November 12, 2017.

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Tabel 2.The percentage of the result test of English Test At the second year students of Min 1 Metro

NO	Categories	Score	Frequencies	Percentages
1.	Complete	≥ 65	3	11%
2.	Incomplete	≤ 65	24	89%
	Total		27	

The indicator of the success of English test at the second graders of MIN 1 Metro is 65. So, the students have score < 65 it means that the students incomplete in the English test. Unless the student has score 65 0r > 65 it means that student has complete in English test.

Therefore as a response to the fact that the students' vocabulary mastery needs to be increased and the importance of Realia media, the reseacher will conduct the research entitled: " The Use Of Realia Media To increase The vocabulary Mastery Among The Second Year Students At MIN 1 METRO.

B. Problem Identification

Based on the background study above, the researcher would like to identify the problems as follows :

1. The students had difficult to remember the vocabulary.

2. The students were not instrested in English class.

3. The teacher did not bring teaching aids such as attractive bigger picture or realia.

C. Problem Limitation

Based on the problem Identification above, the reseacher focuses on the teacher did not bring teaching aids such as such as attractive bigger picture or realia. Therefore, the reseacher limits the problem the use of realia media to increase the vocabulary mastery among the second year student at MIN 1 Metro.

D. Problem Formulation

Based on the background of study and problem identification above, the problem formulation in this research is " can the use of realia media increase the students' vocabulary mastery and their learning activity among the second year student at Min 1 Metro?

E. Objective and Benefit of the Study

1. Objective of the study

The objective of this study is to know whether of media can increase the students' vocabulary mastery and their learning activity among second year students at Min 1 Metro.

2. Benefits of the study are :

The writer hopes this research will give some benefits in the English learning process, especially in the increasing students' vocabulary mastery by using realia. There are three benefits of this research especially :

a. For The Students

   This research as a suggestion to develop and to enhance their prior knowledge in the vocabulary mastery, and their learning activity.

b. For The English Teacher

   The result of this research as recommended to use the realia media to teach vocabulary mastery at the second year student at the MIN 1 Metro.

c. For The Headmaster

   The headmaster can convey to the English teacher that they should know the students' problems in order to reach in learning process effectively.

d. Other Reseachers

   For futher reseachers who are intrested in teaching vocabulary at elementary school or conducted reseaches on the same area can get the basic information from this research.

CHAPTER II

THEORETICAL REVIEW

A. The Concept Of Vocabulary Mastery

1. The Definition of VocabularyMastery

According to Hornby, mastery as complete knowledge or complete skill. Mastery means complete knowledge or great skill that makes someone a master in a certain subject.[2] Mastery deals with a comprehension of cability in using a knowledge or skill that is possessed. It means that mastery constitutes someone comprehends or someone's capability by using the learners' knowledge skill that the learners has.

Meanwhile, Hornby defines vocabulary is the total number of words in a language; vocabulary is a list of words with their meaning.[3] Vocabulary is a group of word that has to mean, it would be impossible to mutual in English without mastering its vocabulary. According Jack C. Richards and Willy A. Renadya, vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.[4]

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[2]Alqahtani Mofareh. *"The Importance Of Vocabulary In Language Learning And How To Be Taught". International Journal Of Teaching And Education,* (Saudi Arabia, King Khaled Academy), Vol. III(3) 10. 20472/TE.2015. 3. 3. 002, p. 24-25

[3]Ibid

[4] Jack C Richards and Willy A. Renandya, *Methodhology in Language Teaching*, (Newyork: Cambridge University Press,2001),P.255.

Therefore, Vocabulary mastery is one component to master English as a foreign language in elementary, intermediate, advanced levels. In learning the four language skills such as: listening, speaking, reading, and writing, there were also language components; vocabulary, spelling, and grammar. Vocabulary is one basic component to be mastered. Without an extensive vocabulary, students did not understand how the language is used.If the students have mastered a number of vocabularies which requires in their level, it will be easier for them to master English skills. It means vocabulary is an essential component that has to be learned by the students in order to master English well. Without mastering vocabulary, it is impossible for students to achieve their goals. Vocabulary is part of familiar words in the language, it usually grows and as a fundamental tool for communication. It has been essential part of English as foreign language.

In Indonesia, English is the first foreign language which taught formally from the junior high school to the university level. Nowadays, English is taught in some elementary schools. At elementary school, English is introduced to the students through vocabulary learning. Esepecially, at Elementary school teachers will face some problems during teaching learning process. They should make a comfortable, enjoyable and intresting classroom in order the students don't feel bored. English is as a local subject at Elementary

school. Because English is a foreign language that taught after the mother's tounge. Learning is more emphasized to various voacabulary according to class context and school. In order to develop language ability that included action and language interaction here and now. From that statement above, the reseacher could conclude that elementary school is the first step to build the students' vocabulary mastery in order they are not late in learning English on the next level.There are three stages of mastering vocabulary in primary vocabulary Box : Starting off 6-8, Moving on 9-10, and flying High 11-12.According to Nixon and Tomlinson, the age of children.[5]It can be seen table 3 below :

Table 3.Stages of Students' Vocabulary Learning in Elementary School

Level Section	Age	Skills	Focus
1	Starting off 6-8	Minimal or no writing skills, controlled communication	Oral or pictographic presentation and reproduction of vocabulary. Basic word recognition
2	Moving on	Limited reading, writing skills, and	Understanding and Identifying words.

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[5] Caroline Nixon and Michael Tomlinson. *Primary Vocabulary Box.* (*Cambridge*: University Press, 2003), p. 10

	9-10	controlled communication.	Initial matching and grouping.
3	Flying High 11-12	Intermediate reading writing skills and freer communication.	Cognitive recognition and competent use of vocabulary.

Based on the table above, from the three levels withins the 6-12 years age range. At the first level indicate that 6-8 years old, the children should be in controlled communication, picture or realia presentation, and introduction to basic vocabulary. At the second level indicate that 9-10 years old , the children haveunderstood how to identify the words and matching and grouping vocabulary, at the third level indicate that 11-12 years old, the children have understood how to identify and competent use of vocabulary. For the first level is suitable for teaching vocabulary at the second grade in Min 1 Metro, it means that the students are still 6 to 8 years old are expected to communicate orally but the teacher still controls them and introduced to basic vocabularies.

According to Nixon and Tomlinson, there are 19 kinds of vocabulary and each of them has to be mastered by students.[6] Below is the vocabulary list :

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[6] Ibid., p. 3

Table 4. Vocabulary List

No	Vocabulary Focus	Total
1	In the house	92
2	Part of body	74
3	Food and drink	44
4	Action verb	42
5	The classroom	35
6	On the farm	32
7	Adjectives	31
8	Jobs	31
9	Wild animal	29
10	The daily routine	29
11	In the town	26
12	Shapes and color	26
13	Clothes	24
14	Sum it up	18
15	Farm animal	16
16	Weather report	16
17	Months of the year	12
18	Pronoun	22
19	Furniture	28
Total		**613**

Based on the table above it shows the children are expected to learn and master vocabulary for each age level of them. If the student

mastered by the vocabulary list above, they will achieve the completeness in basic vocabulary box of elementary, based on the vocabulary list the writer choose topics such as: clothes and action verb. Because it is on semester program (PROSEM) and this topic will conduct it on at the second grade of Min 1 Metro.Besides that, Nixon and Tomlison states that " There are three ways to know the students vocabulary mastery. [7]They are as follow :

a. Vocabulary checklists: Recheck by giving test to student toward the vocabularies that learned.

b. Word search: finding out or pointing vocabulary based on alphabet collection that randomly.

c. Croswords: giving exercise to the students to fill crosword.

The third points are ways to measure how many words that the students can master at age level. In this thing for assesing the students' vocabulary mastery.

2. **The Aspect of Vocabulary Mastery**

In teaching vocabulary, the teacher should concern on the aspect of vocabulary that need to be taught. According to Penny Ur, there some many aspects of vocabulary that is need to be taught to the students.[8] They are as follow:

[7] Surya Adi Tama, " The Impact Of Using Pictures On The Students' Vocabulary Mastery At Grade Three Of Sd Negeri 2 Rulung Raya Natar South Lampung ",www. artikel.ubl.ac.id, downloaded on 7 April 2018.

[8] Penny Ur, *A course in Language Teaching: Practice and Theory,* (New York: Cambridge University Press, 1991), p.60.

a) Form: pronunciation and spelling

   (1) Pronunciation is the way in which a word or a <u>language</u> is spoken. This may refer to generally agreed-upon sequences of sounds used in speaking a given word or language in a specific <u>dialect</u> ("correct pronunciation"), or simply the way a particular individual speaks a word or language.

   (2) Spelling is a reflection of one's word of knowledge.[9] Spelling is a linguistic language unit that refers to writing skills. This is defined as an action forming words correctly from each letter. Spelling has its rules to form words correctly the way in which letters should appear in the proper order to be meaningful.This is a lesson about learning the pronunciation of words in a proper way to spell correctly.

b) Collocation

The collocation is particular combination of words by placing or arranging words together collocation makes a particular combination sound " right" or " wrong" in a given context. Some words way be having same meaning but they are not uncertainly can be combined with same word. for example, the word **throw** and **toss**. Both the word **throw** and **toss** have the same meaning. In a context we say **throw a ball** and **toss a coin**, but it is odd if we say **throw a coin** and **toss a ball.**

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[9] Prof. V. Chandra Sekhar Rao,"English Spelling and Pronunciation", *Journal for Research Scholars and Professionals of English Language Teaching,* (Sitech, Hyderabad), Vol. II (2) / 2018.

c) Aspect of meaning

A word sometimes has two meaning when it is applied in a context or use in daily communication. They are denotation and conotation meaning. (1): denotation, connotation, and appropriateness

(1) Denotation is often sort of definition that it is given in dictionary. For example, **dog** denotes a kind of animal; more specifically, a common, domestic carnovorous mammal.

(2) Conotation meaning is association, or positive or negative feeling it evokes , which or may not be indicated in a dictionary definition. For example, the word **dog**, as undrestood by British people has positive conotation of friendship and loyalty; whereas the in Arabic, **dog** has negative associations of dirt and inferiority.

(3) Appropriateness is one to use in a certain context or not. It is useful for learner to know that a certain word is very common, or relatively rare or taboo in polite conversation, or tend to be used in writing but not in speech, or is more suitable for formal than informal discourse, or belongs to certain dialect.

d) Aspect of meaning (2): Meaning relationship

The aspect needed to be taught is meaning of others. These meaning relationships are meanly:

(1) Synonyms: Item that means the same, or nearly the same; for example: bright, clever, smart, are the synonyms of intelligence.

(2) Antonyms: Items that mean the opposite; big is the opposite of small.

(3) Hyponyms: Items that serve as specific examples of a general concept; cat, rabbit, cow, elephant are hyponyms of the animal.

(4) Superordinates: general concepts that cover specific items; the animal is superordinated dog, lion, horse.

(5) Translation: words or expressionism the learners "mother tongue that is (more or less) equivalent in meaning to the item being taught.

e) Word formation

Word formation is that words can be formed by the addition of prefixes and suffixes is a process called **affixation**. Affixation is itself an example of the result of adding affixaes to the root *fix*. Compoundingis two or more words can join up to make one. E.g : ***black* + *board*** = blackboard. Or new words can be created by conversion. In a rule–based approach, words can be grouped and presented according to manner of formation (affixation, compounding, conversion, atc). Within these categories finer distinctions can be made. So, of the words formed by affixation. It can select those formed by the addition of prefixes, and this

group can be narrowed down further can then be described in general term in the form of a rule – or 'rule of thumb'. Here is

A new item of vocabulary may be more than a single word but express a single idea. Some vocabulary items are built by combining words(two nouns, or a gerund and noun and etc). For example **swimming pool, bookstore**, **follow up**. How these words are pu together or how some certain words are formed is useful information to known by the students perhaps mainly for more advanced learner.

3. **The Importance of Vocabulary Mastery of Elementary School**

The vocabulary is the one basic unit that supports language. The vocabulary has to mastered by students. Without mastering the vocabulary the students could not be able to have a good communication and it will end up in an unpleasant situation in communication to other because they can not to express their idea or feeling in oral or written form. It also supports successful the second language. Therefore, the student has to learn to master the vocabulary, because it will help the student to learn language skills easily. That is why the government of Indonesia decided English is the first foreign language that has to be taught in Elementary School until University. It is hoped that the graduate of each will be able to master English well. So, the purpose of

teaching English in Elementary School is to make that student interested in learning it and to have basic skills for the next level of education.

Furthermore, according to Diane Larsen-freeman states that to examine your own belief about teaching and learning, on which you can base your methodological incision.[10] It means that, if the teacher wants to be successful in learning teaching process especially in English Subject, suggested to use a good methodology or techniques. A good methodology is important for teaching the student because the students will enjoy in studying if the teacher choosing a good methodology. It will make them interested in learning.

Especially for the students of the Elementary school are children and the writer can call that are beginner learner in learning in English. The technique used to teach the children especially in elementary school should use the characteristics of children in order that the students can learn the target language properly.

Meanwhile, according to Lenka Pribilova " Younger ones react quite well when we show them concreate ilustrations.[11] It means

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[10] Diane Larsen-freeman, *Techniques and principles in Language Teaching,* (Great Britani: Oxford University, 2000), p. 142

[11] Lenka Pribilova, *Teaching vocabulary to young learners*,(Masaryk university: Brno, 2006)., p. 19

that the young learners will learning the vocabulary fast or well if it is supported by real object or realia.

Besides that, according to Andrea Puskas that there are several ways of presenting new vocabulary to young learners as follows:[12]

a. Realia

One way of presenting words is to bring the thing into the classroom. For example: postcard, ruler, ball, etc, obviously be presented in this way. The teacher held up the object (or points to it), say the word and then gets students to repeat it.

b. Pictures

Bringing a pen into the classroom is not a problem. Bringing in a car, however, one solution is the use of pictures. Pictures can be board drawings, wall pictures, and charts, flashcards, magazine be used to explain the meaning of vocabulary items: teachers can draw thing on the board or bring in pictures.

c. Mime, action, and gesture

The action is probably better explained by mime, especially with young learners: for example: it is easier to present *running* or *eating* with mime. The teacher can use a common gesture for a certain concept.

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[12] Andrea Puskas, *The Challenges and Practices of Teaching Young Learners,*(J. Selye University: Slovakia, 2016), p. 38

d. Contrast

It presents the meaning of a word by contrasting it with its opposite, example: tall - short, big - small, hot - cold, it can be done out verbally but also with the help of drawing or miming, and pay attention to contrast in meaning.

e. Enumeration

It is a great and creative way of presenting meaning by mentioning or showing various items:

Example: clothes, vegetables, furniture, etc.

f. Explanation

This way is more suitable for older and intermediate students; however, if it is done with care, it can be effective even with younger children.

For example: When the teacher explaining the word 'dog', the teacher can say 'It is an animal. It says woof, woof and it is man's best friend'. The teacher can combine explanation with miming or even acting.

g. Translations

It is a quick and easy way to present meaning, but not without problems. It seems to be the most straightforward and the fastest way of explaining new vocabulary to young learners, on the other hand, it may be a bit too easy and it discourages students from interacting with the words in English.

Pointing, touching, tasting, feeling, smelling

It is about getting children using their senses. It helps memorize words and understand their meanings.

h. Using digital technology

Using the Internet, the interactive whiteboard, tablets, and smartphones.

From the statement above, the writer assumes that teaching vocabulary can be meaning if the teacher can verify the teaching. Besides that, the students as the participants in the learning process will understand the words which taught easily.

4. **The Principles of Teach Vocabulary at the Elementary School**

Principle of teaching vocabulary :[13]

a. Keep the teaching simple and clear. Don't give complicated Explanations.

b. Relate the present teaching to past knowledge by showing a pattern or analogies.

c. Use both oral and written presentation - write it on the blackboard as well as explaining.

d. Give most attention to words that are already partly known.

e. Tell the learners if it is a high frequency word that is worth noting for future attention.

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[13] Paul Nation, "Teaching Vocabulary", *Asean Efl Journal.* New Zealand: Victoria University of Wellington.

f.Don't bring in other unknown or poorly known related words like near synonyms, opposites, or members of the same lexical set.

5. **The Problems of Teaching English Vocabulary of Elementary School**

There were some problems in learning vocabulary faced by the students. According to Thornbury, there were some factors that make words difficult to learn, such as:[14]

a. Pronunciation

The Writer shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to seems groups of the learner.

b. Spelling

Sounds-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling and can contribute to a words difficulty. While most English spelling is fairly law-abiding, there are also some glaring irregularities. Words that contain silent letters are particularly problematic: foreign, listen, headache, climbing, bored honest, cupboard, muscle, etc.

c. Length and complexity

Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high-frequency words tend to be short in

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[14] Thornburry Scott, *How to Teach Vocabular,,*p. 27-28

English, and therefore the learner is likely to meet them more often, a factor favoring their "learn ability".

d. Grammar

Also, problematic is the grammar associated with the word, especially if this differs from that of its L1 equivalent. Remembering whether a verb like *enjoy, love,* or *hope* is followed by an infinitive (to swim) or an –ing form (swimming) can add to its difficulty.

e. Meaning

When two words overlap in meaning, learners are likely to confuse them. *Make* and *do* are a case in point: you make *breakfast* and *make an appointment,* but you *do the housework* and do a *questionnaire.* Words with multiple meanings, such as since and still, can also be troublesome for the learner.

f. Range, connotation, and idiomaticity

Words that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. Thus, put is a very wide-ranging verb, compared to *impose, place, position,* etc. Likewise, *this* is a safer bet than *skinny, slim, slender.* Uncertainty as to the connotations of some words may cause problems too. Thus, *propaganda* has a negative connotation in English, but its equivalent may simply mean *publicity.* On another hand, eccentric does not have negative connotations in

English, but its nearest equivalent in other languages may be *deviant.* Finally, words or expression that are idiomatic (like *make up your mind, keep an eye on…)* will generally be more difficult than words whose meaning is transparent (*decide, watch).*

Meanwhile, according to Johnston in David Nunan, there are several difficulties in teaching and learning vocabulary such as:

1) The learners have great difficulty learning at one time set of items that are closely related (such as a pronoun).

2) In the same way, lexical opposite such as narrow/broad introduced in the same lesson.

3) The learners tend to equate a single form with a single function.[15] Learners saw vocabulary as being a very important part of language learning and one of the difficulties in planning the vocabulary component of a course is making sure that it does not overwhelm other essential parts of the course.[16]

Meanwhile, James states that words can vary in all sorts of ways.[17] It can vary in the sounds and letters that make it up. It also differs in its length, how the sounds and letters are allowed to combine and how similar it is to a learner's native language. it could differ in how they are allowed to change and make derived or

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[15] David Nunan, *Language Teaching Methodhology,* (Sydney: Prentice Hall, 1991),p.129
[16] David Nunan, Practical English Language Teaching, First Edition, (New York: McGraw-Hill Companies, 2003), p. 135
[17] James Milton , Measuring Second Language Vocabulary Acquisition, (Great Britain: short Run Press Ltd, 2009), p. 22

inflected forms, such as plurals and past tenses. So, it made vocabulary difficult to learn.

6. **The MeasurementVocabulary**

General impression is made of the learner's vocabulary knowledge according to criteria such as the following:[18]

Wide range of word appropriety and accurately used; good, use of idiom and collocation; appropriety style	4
Adequate range, with only occasional errors of spelling, words, form, style, collocation, or word choice; meaning clear overall	3
Limited range of words, with some of words, with some repetition; frequent errors of spelling style, collocation, or word choice, leading to occasional difficulties in understanding meaning	2
Very narrow range, highly repetitive, frequent spelling and word form errors; little or no awarness of collocation or style; meaning frequently obscure	1

Based on explanation above, to measure vocabulary mastery without criteria considerable standarization are often difficult to apply in English learning teaching process.

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[18] Thornburry Scott, *How to Teach Vocabulary,* (England: Pearson Longman, 2002),p.135

B. The concept of Realia Media

1. The Definition of Realia Media

According to Richard Plat in Bryan Smith journal "realia in language teaching is actual object and items which are brought into a classroom as examples or as aids to be talked or written about and used in teaching."[19]A teacher of a foreign language often employs realia to strengthen students' associations between words for everyday objects and the objects themselves.

In the same way, according to Adrienne L. Herrell and Michael Jordan " realia is used to provide experience on which to build and to provide students with opportunities to use all the sense in learning".[20]In other words, Realia allows students to use their all senses (sight, hear, smell, taste, touch) to connect words with their meaning because it makes the students more memorable.

Seemed support to the statements above, According to Hyru Gau, Realia provide an excellent tool to help children develop essential English Vocabulary, realia enhance meaning and make vocabulary more concrete and therefore, more compregensible.[21]

Based on the explanation above, the reseacher concluded that Realia Media is one of the learning materials which use the original

[19] Smith Bryan, Virtual Realia: Program in Second Language Acquisition and Teaching, the internet TESL Journal, III, 1997.

[20] Adrienne L. Herrell and Michael Jordan, *50 Strategies forTeaching English Language Learners,* (Boston: Pearson Education Inc., 2012), p. 23.

[20] Ibid., p. 39

[21] Hyru Gau, *Realia: making Language Real,* (Berkeley: Primary Concept, 2010), p. vi

objects and the items represent them which are used to illustrate topic/material talked about into concrete or real situation. Especially for young learners in particularly it' s very helpful tool to make real what in their mind. Realia also used to connect learners with the point of a material and the object of the lesson. Teaching vocabulary by using realia is a fun and interesting ways in the ESL classroom.

2. **The Kinds Of Realia Media**

According to Ningtyas Orilina Argawati, there are several kinds of Realia that can be used by the teacher. They are:[22]

1) The real object being learnt and it can possibly show to the student, such as, stationeries (book, pencil, eraser, bag, pen, ruler, etc), things in the classroom (table, chair, blackboard, picture, chalk, etc), parts of the body (hand, hair, eyes, nose, ears, mouth, foot, etc), etc.

2) The replica of the object if the real objects are not possible to bring to the classroom, such as, animals (cow, goat, frog, cat, lion, dog, etc), vehicles (bus, train, plane, motorcycle, etc), occupations (Doctor, soldier, steward, policeman, fisherman, etc) etc. As a substitute of the real object, the teacher can use dolls or toys.

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[22] Ningtyas Orilina Argawati, The Effectiveness Of Using Realia in Teaching English Vocabulary to the 3rd Grade of Elementary School Student in SD Bentakan 1 baki sukoharjo ,(Surakarta: University Surakarta 2009), p. 20.

3. The Characteristics of Realia Media

In choosing appropriate media for teaching students, the teacher should know the characteristics of the media. Bierbaum, as quoted by Wantini , has listed the characteristics of good realia.[23] They are:

a. Related to the real world,

b. Things or something around the children,

c. Usually more portable and accessible than the whole environment they present,

d. Often inexpensive and readily obtained,

e. Almost infinitely various,

f. Versatile, and may fill several learning objectives or educational recreational needs,

g. Often meaningful without language,

h. Can be touched, manipulated and observed,

i. Combine elements of instruction and recreational and appeal to the cognitive and affective domains, and

j. May lead from the general to the particular or the reserve.

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[23] Wantini, D, Improving Students' Vocabulary Mastery Using Realia, (Surakarta: Universitas Sebelas Maret 2010), p. 16-17.

4. The Steps of Using Realia Media in Teaching Vocabulary

The steps of using Realia media in teaching vocabulary as follows:
According to Hyru Gau, for using realia there are several steps in its
implementing the use of realia are:[24]

1) Collecting realia, to purchase a collection of miniatures for
language development from primary Concepts or begin
collecting. Good places to look are party stores, toy stores, crafts
supply stores,and fabric stores. Supplement the bought items with
objects you can find around the house, such as a rock or a stone, a
piece of wood, a nail, ascrew, a paper clip, a button, a snap and so
on. The best objects are realistic and three- dimensional, and they
need to be safe for classroom use (e.g., no sharp edges).

2) Getting organized, to gathered a collection of realia, your next
step is to keep the miniature orgarnized so you can quickly find
just the object you need. It best to keep the object together in a
vocabulary development center, typically a storage compartment
with drawers labeled by category.

3) Prior Knowledge, Before the start working with a category of
objects, check on the children's existing language skills to that it

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[24]Hyru Gau, *Realia: making Language Real*, p. Vi-Viii.

can build from those. Set out all of the clothes, for example, and have the children take turns pointing to an object and telling you the name of the object (eg.,"hat"); others may be able to impart some information about the object (e.g., "it is a hat"). Some children may be able to tell you the name of the object in their native language but not in English; others may not know the word in any language. It can also use the tape as a record of a child's progress. Use the knowledge which gain from this activity to gear the laguage instruction to the needs of your class. It is best to work with groups children whose language skills are at about the same level. The groups should be small (about 4-6 children) so that everyone will get plenty of talking time.

4) Using Realia, One of the main ways to use of the Vocabulary Development Center is to prepare language learners for regular lesson in which their language deficits may pose a problem. In addition to this ongoing use of the Vocabulary Development Center, it can also use realia with small groups of children to build their oral language skills. Such activities invite children to build their oral language by listening and speaking. As a general rule, when the children say a word or phrase incorrectly, simply repeat what they said using the correct word or phrase without comment. It can also expand on their verbalizations, transforming a word into a sentence or adding words to clarify meaning for

example: If the student says " run", the teacher might say, " I am running."

5) Assesing progress, when the teacher will be working with the children in small groups, it will have a good understanding of their individual progress. Make sure that every child participates. Get into a routine of having each child repeat a word a phrase, or a sentence so that everyone gets practice, even those who are most quiet. Keep a running record of observations, aspessially individual needs that are best addressed separately, such as articulation problems or attention issues that may be getting in the way of proggerss. Periodically, asses children's progress by setting out the same group of objects you used to asses their prior knowledge and ask them again to tell you about the objects. Listen together to the audiotape of the child's first verbalizations. It will undoubtedly be clear to you as well as to the child how much progress has been made towards fluency with the language.[25]

From the explanation above the researcher can conclude that using realia of teaching-learning process, it looks easy and fun but the teachers also need to pay attention to the proper steps in implementing a realia in the learning process so that students can be

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[25] Ibid

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received properly which the material lesson that given by the teacher.

5. **The Advantages and Disadvantages of Realia in Teaching Vocabulary**

Implementing real object or realia in teaching learning process is of course intended to make activate the students to achieve the language being taught. Adofolo, Marcella, and Jesica state that using realia has some advantages and disadvantages.[26]

a. Advantages of Using Realia

There are a number of advantages to using of realia are :

1) The learning is natural and not forced.

2) The real object attracts the students' attention and aid concentration.

3) The student will remember the new vocabulary in long-term retention.

4) Illustrates meaning more directly and quickly than through verbal explanation.

5) The students not only heard the word but also receive visual reinforcement.

b. Disadvantages of Using Realia

However, there are also potential disadvantages:

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[26] Adofolo segundo peredes oyarzo, Marcella Andreas, and Jesica Edith, op. cit. , p.33-34

1) Real things are not always available

2) The classroom will be noisy because the student using their senses to involve their self in material what being presented by the teacher.

C. **Action Hypothesis**

Based on the theories and the assumption of above, the researcher proposed the action hypothesis as follows: The Use Of Realia Media can increase the vocabulary mastery among the Second Year Students at Min 1 Metro.

CHAPTER III

RESEARCH METHOD

A. Setting of the Research

This research is Classroom Action Research (CAR). The researcher conducted at the second year students at the Min 1 Metro. The researcher focused on the second year students. The researcher chooses this class because most of the student in class got a low score in vocabulary mastery.

B. Subject and object of the Study

The subject of this research is the students' vocabulary mastery and the object of this research is the media that is used by teacher to increasing student's vocabulary using realia. In this research, the researcher collaborated with an English teacher, he is Mr. Erson Rosadi, S.pd. The researcher selected the second year student because of most of students did not get the minimun standard criteria of English mainly in vocabulary mastery. It contains 27 students with the explanation as follow:

Table 5. Subject of The research

Class	Sex		Total
	Male	Female	
IIC	14	13	27

Source data of IIC class at Min 1 Metro.

C. Research Procedure

Classroom Action Research is a method to find out what works best in your own classroom so that student learning will be increased. The goal of CAR is to increase the teacher's teaching in the classroom (or your department or school).[27]

As articulated former, the purpose of action research is to learn through action leading to personal or skilled development. Kemmis and McTaggart maintain that action research involves a spiral of self-reflective spirals of : Planning, acting and observing the process and consequences of the change, reflecting on these processes and consequences and then replanning, acting and observing, reflecting.

The action research Spiral
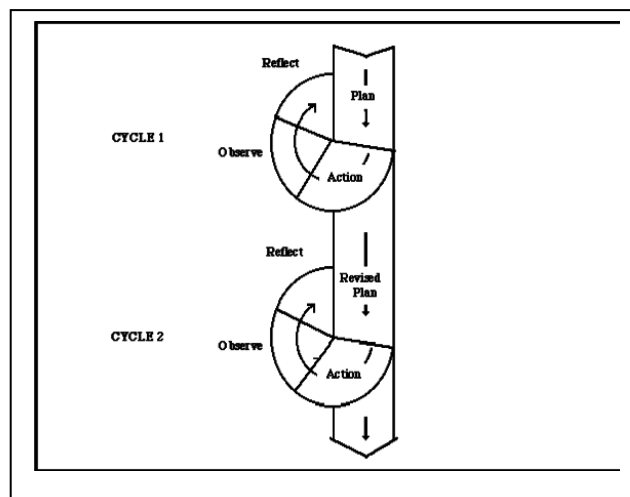
Figure 1. illustrates the spiral model by Kemmis and McTaggart.[28]

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[27]Gwynm Mattetal, *The What, Why and How of Classroom Action Research*, (Indiana University), Vol. 2/2001, p.7

[28] Valsa Koshy, *Action Research for Improving Practice*, (Cromwell Press), 2005, p.4

D. The Procedure of Action Research.

From the picture above can be expressed the description of the Classroom Action Research starting from the first cycle by following steps:

1. Cycle 1

    a) Planning

    The importance of planning cannot be over emphasized. It is to make the aims clear and list your objectives unambiguously. Planning is activities which relate to the achievement of your objectives.[29] Planning is the first steps in each activity. Without planning the activity, the researcher will not focus. Here are steps the researcher prepared in planning:

    (1) The researcher prepared the lesson plan

    (2) The researcher prepared the material and method of teaching.

    (3) The researcher prepared observation sheet.

    b) Acting

    The second step is acting. the researcher at first conducted pretest, to know the student's vocabulary mastery score. Secondly, the researcher taught vocabulary to the students by using realia media. While the learning processes the researcher observed at the same time of the learning activity.

[3] *Ibid.,* p.40

At the end of this step, the researcher conducted post-test, to know the result of the treatment.

c) Observing

The researcher observed during teaching-learning process. After the activities ended, the researcher was evaluated all the activities to find out the improvement of the student's vocabulary mastery by using realia media.

d) Reflecting.

Based on data on observation, the researcher reflected the activities in the first cycle. The result used the evaluation for the next treatment.

2. Cycle 2

a. Planning

Planning is the first steps in each activity. Without planning the activity, the researcher will not focus. Here are steps that the writer prepared in planning:

(1) The researcher prepared the lesson plan

(2) The researcher prepared the material

(3) The researcher prepared observation sheet.

b. Acting

The second step is acting. It is the implementation of the planning. In this step the researcher was acted as follow:

1) Pre Teaching Activities

    a) Praying and greeting the students.

    b) Checking the attendant list.

    c) Asking the students condition.

    d) The researcher choose the appropriate material.

2) While Teaching Process

    a) The researcher used the lesson plan

    b) The researcher gave an explanation to the students how to pronounce the vocabulary, how to read the clothes and action doing of the object, and how to write the kind vocabulary of clothes and action doing and how to answer the question about the kind of clothes correctly by using the realia media.

    c) The researcher taught by using the realia media.

    d) The researcher guide the students to memorize the vocabulary using the realia media.

    e) The researcher gave an evaluation.

3) Post Teaching Activities.

    a) The researcher asked the students to answer some questions related to the topic.

    b) The researcher greeted the students.

c. Observing

In this step, the researcher observed the process of teaching and learning activity by using observation sheet. the researcher observed such as : responding to teacher's question, giving the question to the teacher, answering teacher's question, answering others' question, giving an explanation.

1) Reflecting

Through reflecting, the researcher corrected and analyze the result of the action. Therefore, the researcher was find out the strengths and weaknesses of the action. In this step, the researcher contrasted the score distribution of pre-test and post-test, the the researcher reviewed and reflected on the students' approach whether it is a significant improvement in students' vocabulary mastery or not enough in the second cycle or need the next cycle.

E. Data Collection Methods

In Collecting the data, the writer used the following methods:

1. Test

the researcher gave the students two test that are pre-test and post-test.

a. Pre-test: the researcher gave a test about **clothes**, with form multiple choice.

b. Post Test: after the treatment, the writer gave a test about **clothes** and **action doing** and form multiple choice. By this result, the researcher made the decision for the next cycle.

2. Observation

The researcher used observation to get data in the second year student at Min 1 Metro. the writer took the result of the students' test.

3. Documentation

The researcher used documentation method to get detail information about vocabulary mastery.

a. The researcher took the picture of the learning process in the class.

b. The researcher took answer sheet students.

F. Research Instrument

To know about the students' vocabulary mastery, the researcher writer used the test.

a. The instruments used to test are papers, that consist of 10 (ten) number multiple choice of question

b. The criteria for scoring are around 0-100. Therefore, suppose the students are able to answer the question correctly, their mark will be 100. The highest score of English test is 100.

G. Data Analysis Method

Data analysis was conduct by taking the average score of the pre-test and post-test. Furthermore, to know gain, the researcher compared between pre-test and post-test. If, from cycle I there are some students not successful, so we would like conducted cycle II. The minimum cycle in CAR (Classroom Action Research) were two cycles, if from cycle II all of the students were successful, the cycle able to be stopped until cycle II only. The data analysis technique in classroom action research could be done by the qualitative and quantitative analysis. The analysis of learning result from taking the average score of pre-test and post-test in cycle I and cycle II. The formula from the average score of pre-test and post-test were formulated as follow[30] :

$$\overline{X} = \frac{\sum X}{N}$$

Notes:

$\overline{X}$ = Mean   X   = Raw Score

Σ = sum of N = Number of cases

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[30] Donald Ary, *Introduction to Research in Education,* (USA: Wadsword), 2010, p.108-109

$\sum X$ = The total number of students' scores and the formula

from the percentages score :

$$P = \frac{\sum X}{N} x100\%$$

Notes:

P = Percentages N = Number of Cases

$\sum X$ = The total number of students' score

To get total score and increase the students' progress from the implemented treatments, the researcher compares the average and percentages of pre-test and post-test.

H. Indicators of Success

The Indicator of success :

The students will pass the minimum Standar Criteria (MSC) score of English test that is 70% by getting the score 65 and the learning process will be increased.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Result of The Research

1. Description of The Research Setting

a. Short History About the Establishment of MIN 1 Metro

Islamic Elementary School(MIN)1 Metro is located on atMr. Gele Harun Street No.26, Subsdistrict of Center Metro, Regency Metro City - Lampung. It was established in the year of 1962 on 24[th]December. SK established of school:Minister of Religion No. 104 of 1962 dated December 24, 1952. This school has been accredited by Badan Akreditasi Nasional, it gets A accreditation score in the last.

b. The Condition of Teachers and Official Employees in MIN 1 Metro that can be identified as follows :

Tabel6.The Condition of Teachers and Official Employees in

MIN 1 Metro.

No	Name	Position	Subject
1.	Khoiri, S.Ag	Headmaster	-
2.	Miswati, S.Pd.I	Teacher	Fiqih
3.	Masrohyah, S.Ag	Teacher	Guru Kelas
4.	Siti Muntiamah, S.Pd.I	Teacher	Fiqih
5.	Hasan Ashari, S.Ag	Teacher	Guru Kelas
6.	Juminten, S.Pd.I	Teacher	Guru Kelas
7.	Atifah, S.Pd.I	Teacher	Qur'an Hadist
8.	Siti Muniroh, S.Pd.I	Teacher	Guru Kelas
9.	Umhani Handa Selamah, M.Pd.I	Teacher	Akidah Akhlak

10.	Minarsih, S.Ag	Teacher	Guru Kelas
11.	Nursali, S.Pd.I	Teacher	Qur'an Hadist
12.	Kholisotul Imtihanah, S.Pd.I	Teacher	Guru Kelas
13.	Siti Nurasiah, S.Pd.I	Teacher	Guru Kelas
14.	Mukhlisin, S.Pd.I	Teacher	Guru Kelas
15.	Erson Rosadi, S.Pd	Teacher	B. Inggris
16.	Agus Sutasno, S.Pd	Teacher	Penjas
17.	Rina Endrawati, S.Pd.I	Teacher	Sbk
18.	Otiani Tri Rahmila, S.Pd.I	Teacher	Guru Kelas
19.	Aminal Mahmudi	Staff	-
20.	Agus Triyanto, S.Pd.I	Teacher	Guru Kelas
21.	Ardhi Suwendra, S.Kom	Staff	-
22.	Sri Sastiani	Staff	-
23.	Taufiq Amrulloh, S.Pd	Teacher	Penjas
24.	Eka Agustina, S.Pd.I	Teacher	Guru Kelas
25.	Batara Surya Pratama, S.Pd.I	Teacher	B.Arab
26.	Annisa Inayatul Kholis, S.Pd	Teacher	Guru Kelas
27.	Resta Nur Hidayati,S.Pd.I	Teacher	Guru Kelas
28.	Amin Hidayat, S.Pd	Staff	-
29.	Rudi Irfan Riyanto, S.Pd	Teacher	Penjas
30.	Dwi Nugrowati, S.Pd.I	Teacher	Guru Kelas
31.	Riska Imelda	Teacher	B.Lampung

*Source:*Data of MIN 1 Metroin the academic year of 2018/2019

c. The Total of Students' in MIN 1 Metrothat can be identified as follows :

There are 566 students ofMIN 1 Metro. The first grade consist of 111 students, the second grade consist of 133 students, the third grade consist of 116 students, the fourth grade consist of 81 students, the fifth grade consist of 60 students, and the sixth grade consist of 65 students. The Quantities of the students in MIN 1 Metro that could be identified as follows:

Table 7.The total of students in MIN 1 Metro

No.	Class	Sex		Total
		Male	**Female**	
1.	I	54	57	111
2.	II	72	61	133
3.	III	55	61	116
4	IV	46	35	81
5	V	33	27	60
6	VI	33	32	65

Source: Data of MIN 1 Metro

d. The Organization structure of MIN 1 Metro.

Figure 2. The Organization structure
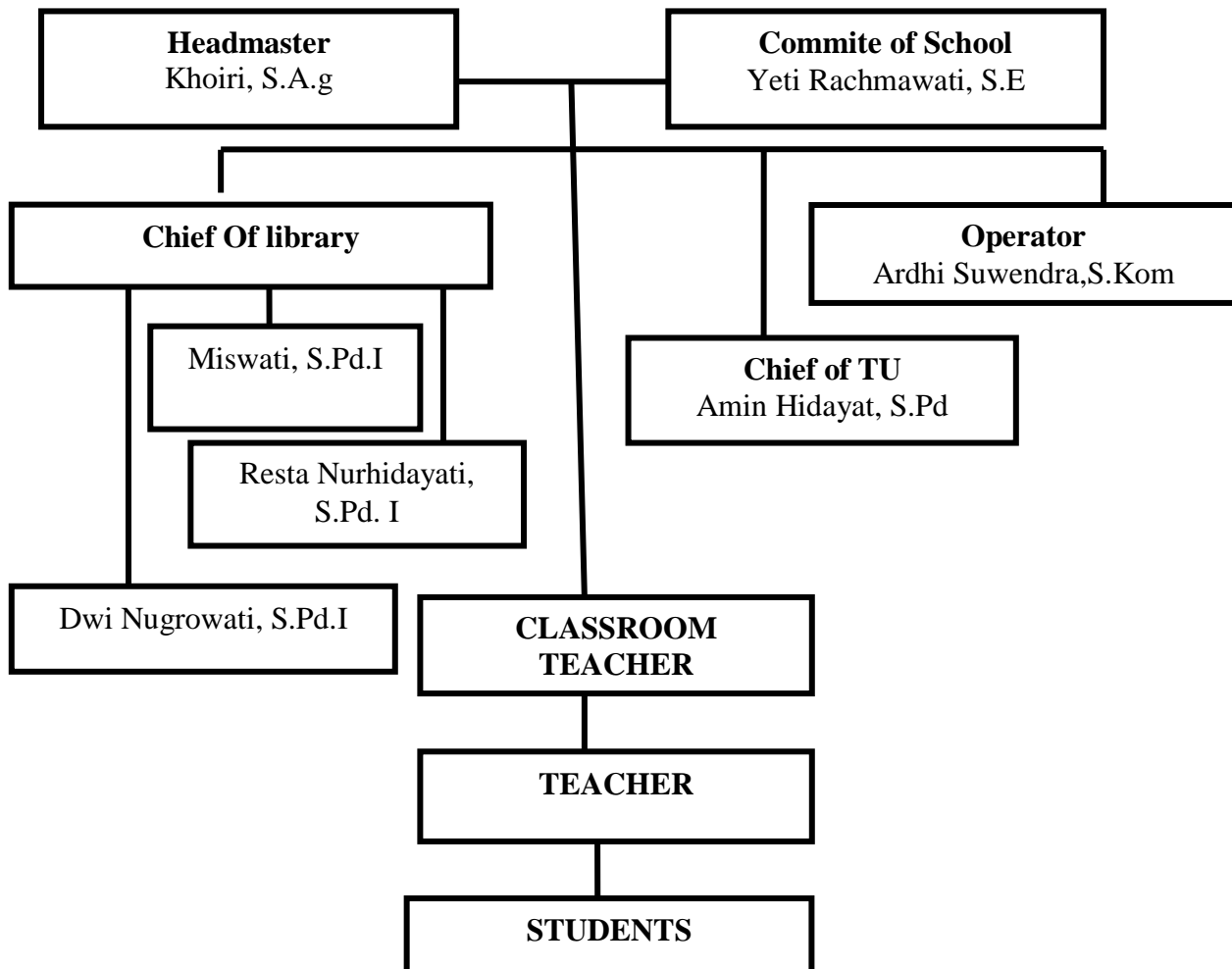
Source: Documentation of MIN 1 Metro

2. Description of Data

This research used classroom action research; the purpose is to increase the students' activity and the result of the study atMIN 1 Metro. It is conducted in two cycles. The researcher used the Realia Media to increase the vocabulary mastery. The researcher collaborated this research with English teacher of the second year of students at MIN 1 Metro, he is Mr. Erson Rosadi,S.Pd.

This research concerned four steps in the every cycle; they were planning, action, observation, and reflection. These were research finding of cycle 1 and cycle 2 by every step inside.

Each cycle which consists of four elements is described as follows:

a. Pre-test

Pre-test was presented to students which was aimed to find out students' ability before the treatment was implemented. It was conducted on September, Monday 17th, 2018 at 13.00-14.00 P.M and it took about 60 minutes. Before gave the pre-test, the collaborator gave the explanation to the students about kinds of clothes vocabulary 20 minutes. Afterwards, to measure their skill before giving the treatment, the researcher gave them pre-test. The researcher used multiple choice test which consist a question contains colour pictures and then the students read the question and answer the question. The result of pre-test can be seen on table below:

Table 8.The Result of Students' Score in Pre-test at the

second year students of MIN 1 Metro

No.	Students' Initial Name	The Scores of Pre-test	MSC	Categories
1.	AT	40		Incomplete
2.	AUAG	50		Incomplete
3.	ALI	50		Incomplete
4.	ASA	40		Incomplete
5.	BNAB	60		Incomplete
6.	CRN	20		Incomplete
7.	CAP	50		Incomplete
8.	CM	40		Incomplete
9.	DR	60		Incomplete
10.	EJDK	70		Complete
11.	FFR	60		Incomplete
12.	FLH	60		Incomplete
13.	HSS	0		Incomplete
14.	IZA	40	65	Incomplete
15.	IMS	50		Incomplete
16.	JA	10		Incomplete
17.	KN	20		Incomplete
18.	LTP	50		Incomplete
19.	MYA	30		Incomplete
20.	MRP	40		Incomplete
21.	MF	60		Incomplete
22.	MNS	20		Incomplete
23.	NRD	70		Complete
24.	RS	60		Incomplete
25.	RS	70		Complete
26.	RFAR	40		Incomplete
27.	SSP	30		Incomplete
	Total (Σx)	1190		
	Average	44		

Source: The result of pre-test on Monday , September 17th, 2018.

To get Average score, the writer used following formula:

$$\overline{X} = \frac{\sum X}{N}$$ /Class average score

$= $ Number of cases

$\sum X =$ The total number of students' scores

$$\overline{X} = \frac{1190}{27} = 44$$

From the calculation above, it says that class average score is 44.

Percentage of MSC Pre-test

$$P = \frac{\sum X}{N} x100\%$$

$P=$Percentages of pre-test MSC

$N=$ Number of cases

$\sum X =$ The students who get 70or>70

$$P = \frac{3}{27} x100\%$$

$= 11\%$

From calculation above, it says that percentages of pre-test KKM is11%.

From the result of pre-test, it can be seen that the score of the students were various. The highest score is 70 and the lowest score is 0. The average score of pre-test is 44. From the table 4, we know that there are 24 students who got the score under the

target and 3 students got the target score. So, based on the result of pre-test, it can be seen that the target of teaching based on Minimum Standard Criteria (MSC) has not been achieved yet.

b. Cycle 1

Cycle 1 was divided into planning, acting, observing and reflecting.

1). Planning

In this phase the researcher planned to give material about vocabulary. The researcher prepared several things related to teaching and learning process such as: prepared the lesson plan, prepared the material, made the instrument that would be examined as the pre-test and post-test in the cycle 1, prepared that media that used in teaching vocabulary, made observation sheet of the students' activity, identified the problem and found the case of problem at the first and the end of learning activities, and the researcher planned to give evaluation to measure how far the material that gave been taught can be accepted by the students.

2) Acting

The action is the second step in this research. The researcher conducted this cycle in two meetings. The schedule of action in this cycle is as follows:

Table 9.The Schedule of Action in Cycle 1

Meeting	Day/Date	Time
1st	Tuesday, September 18th 2018	07.00 - 08.00 a.m 08.00 - 08.30 a.m
2nd	Thursday, September 20th 2018	07.00 - 07.50 a.m

In this cycle, the reseacher stated the class usual. Here, the reseacher used teaching media to teaching the new materials namely Realia media. The steps of using realia media are : Firstly, Collecting realia; The reseacher is gathering a colection of realia which are used to ilustrate topic and material. Secondly, getting organized ; The reseacher get organized the object which are used in learning in order the object find quickly. Thirdly, Prior Knowledge; Before the beggining the learning the reseacher checking the students prior knowledge by showing the object and ask the students to mention what the the reseacher showing to them. Fourthly, Using Realia; The reseacher helds up the object, say the word, then gets student to repeat. Fifthly, Assesing Progress; The reseacher assess student's progress by setting out the object which are used to assess their prior knowledge and ask them to tell about the object.

a). The First Meeting

The first meeting was conduct on Tuesday, September 18th 2018 at 07.00 - 08.00a.m continue at 08.00 - 08.30a.m, and it took about 2x45 minutes or 90 minutes. In this meeting the researcher

was a teacher and Mr. Erson Rosadi, S.Pd was the collaborator as well as an observer. The meeting was started by praying and greeting, checking the attendance list, and asking the students condition. Before starting the lesson,The reseacher is gathering a colection of realia which are used to ilustrate topic and material because of the topic was "clothes" therefore the reseacher gathering kinds of clothes for Realia Media for example ; T-shirt, Jacket, Bathrub, Sweater, Suit, Gloves, Shocks, Scraft and etc. After that the reseacher get organized the object which are used in learning in order the object find quickly so that she find the object easily when she wants to explain the topic, Before the beggining the learning the reseacher checking the students prior knowledge by showing the object and ask the students to mention what the the reseacher showing to them.The researcher asked one of student to come in front of the class. Then the researcher also asked the other students to mentions what the researcher pointed to them. The students answered question together " *Dasi, baju, ikat pinggang, celana panjang, kaos kaki, sepatu.* Consequently, the class become noisy. Although they made noise, it indicated that they paid attention to the lesson. After that, the reseacher show the real object one by one till end, and then the reseacher helds up the object, say the word, then gets student to repeat. The researcher explained that

they would learn about clothes. The researcher showed the realia media one by one the realia media of clothes.The researcher did it until the last of object. She took one clothes it to the students and pronounced it. After that the writer tried to check the students' understanding by asked to the students to pronounce the name of the clothes that the writer showed to the students.

In the last practice, the researcher asked the students to held up the real object of clothes after the researchersaid its name. For closing the researcher gave assignments to the students. The assignment was answering the questions in the students hand book.

c). The Second Meeting

The Second meeting was conducted on Thursday, September 20th2018 at 07.00 - 08.00a.m, and it took about 1x50 minutes or 50 minutes.This meeting used post-test after the students given action. The meetings start by praying, greeting, checking the attendance list, and asking the students' condition. Then, the reseacher gave post-test to the students.

The kind test is multiplechoices, the reseacher gave a question contains picture, and then the students practice answer the question the kind of the question is multiple choices. In the post-test 1 only 18 students who got good score, but the result of the

students test was better than the students' test before giving

treatment. The result of pre-test can be seen on table below:

Table 10. The Result of Students' Score Post-test 1 at the second year students of MIN 1 Metro.

No.	Students' initial name	Incorrect Answer	Correct Answer	Score	MSC	Categories
1.	AT	4	6	60		Incomplete
2.	AUAG	3	7	70		Complete
3.	ALI	2	8	80		Complete
4.	ASA	3	7	70		Complete
5.	BNAB	3	7	70		Complete
6.	CRN	4	6	60		Incomplete
7.	CAP	3	7	70		Complete
8.	CM	5	5	50		Incomplete
9.	DR	3	7	70		Complete
10.	EJDK	2	8	80		Complete
11.	FFR	2	8	80		Complete
12.	FLH	3	7	70		Complete
13.	HSS	5	5	50		Incomplete
14.	IZA	4	6	60		Incomplete
15.	IMS	3	7	70	65	Complete
16.	JA	5	5	50		Incomplete
17.	KN	5	5	50		Incomplete
18.	LTP	4	6	60		Incomplete
19.	MYA	4	6	60		Incomplete
20.	MRP	5	5	50		Incomplete
21.	MF	4	6	60		Incomplete
22.	MNS	5	5	50		Incomplete
23.	NRD	2	8	80		Complete
24.	RS	3	7	70		Complete
25.	RS	3	7	70		Complete
26.	RFAR	5	5	50		Incomplete
27.	SSP	4	6	60		Incomplete
Total (Σx)				1720		
Average $\bar{x}$				64		52%

Source: The result of post-test 1 on Thursday, September 20[th]2018

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Class Average score, the researcher used following formula:

$$\overline{X} = \frac{\sum X}{N}$$

$\overline{X}$ = Mean/Class average score

N = Number of cases

$\sum X$ = The total number of students' scores

$$\overline{X} = \frac{1720}{27} = 64$$

From the calculation above, it says that class average score is

64.

Percentage of Post-test 1 MSC

$$P = \frac{\sum X}{N} x100\%$$

P=Percentages of Post-test 1 KKM

N= Number of cases

$\sum X$ = The students who get 70 or > 70

$$P = \frac{14}{27} x100\%$$

$$= 52\%$$

From calculation above, it says that percentages of Post-

test 1 KKM is52%.

3). Observing

In this phase, the researcher observed the students'

activities, response, participant, achievement and everything

happened which was found during the teaching and learning

process. Sometimes, the researcher also asked some students'

opinion about the process of teaching and learning clothes by

using the realia media.There were some students' who asked

about the meaning of some word they did not know. Also, there was a student asked about the realia media its self.

4). Reflecting

In this phase, the researcher analyzed students' achievement and progress based on their test score got. In this phase, the researcher also discussed the result of the implementation of the modified action and decided whether the action should be continued or not. From the data and observation, it could be seen that some students still got difficulties of vocabulary mastery. Therefore, based on the result of Post-test 1, the researcher decided that it was necessary to continue to the second cycle because the researcher found only few students who got significant progress.

Based on the result of previous cycle, the researcher must be continued to the next cycle (Cycle 2) with doing some improvements, not only about the student activities but also everything that supported the teaching learning process.

c. **Cycle 2**

Because the action was not success, in order that in the phase need to be held the cycle 2 again to repair the weakness in the cycle 1. The step of cycle 2 as follow:

1). Planning

In this cycle it was begun from making new lesson plan. It was aimed to increase their vocabulary mastery. This cycle

was hold in the end of september 24, 2018.As in the planning season in cycle 1, here theeacheralso made preparation of teaching materials and media. Evaluation and post-test 2 also were prepared to get students' achievements in the end of this second cycle.

2). Acting

The action is the second step in this research. The researcher conducted this cycle in two meetings. The schedule of action in this cycle is as follows:

Table 11.The Schedule of Action in Cycle 2

Meeting	Day/Date	Time
1st	Monday, September 24th2018	13.00 - 14.00 p.m 14.00 - 14.30 a.m
2nd	Friday, September 28th 2018	11.00 - 11.45a.m

In this cycle, the reseacher stated the class usual. Here, the reseacher used teaching media to teaching the new materials namely Realia media. The steps of using realia media are : Firstly, Collecting realia; The reseacher is gathering a colection of realia which are used to ilustrate topic and material. Secondly, getting organized ; The reseacher get organized the object which are used in learning in order the object find quickly. Thirdly, Prior Knowledge; Before the beggining the learning the reseacher

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checking the students prior knowledge by showing the object and ask the students to mention what the the reseacher showing to them. Fourthly, Using Realia; The reseacher helds up the object, say the word, then gets student to repeat. Fifthly, Assesing Progress; The reseacher assess student's progress by setting out the object which are used to assess their prior knowledge and ask them to tell about the object.

a) **The first Meeting**

The first meeting was done on Monday, September 24[th]2018, in 2x45 minutesat 13.00 - 14.00a.mcontinue at 14.00-14.30 a.m, and it took about 2x45 minutes or 90 minutes. In this meeting the researcher was a teacher and Mr. Erson Rosadi, S.Pd was the collaborator as well as an observer. The meeting was started by praying and greeting, checking the attendance list, and asking the students condition. In this phase, it was implemented the new lesson plan for the last topic. The topic is " Doing Things/ Activities at School".Before starting the lesson,The reseacher is gathering a colection of realia which are used to ilustrate topic and material because of the topic was "Doing Things/ Activities at School" therefore the reseacher gathering kinds of Realia Media for example ; A Book, A glass of water, A rice on the plate, Doll, flag, and etc. Then the reseacher brought the picture of Doing action at school to support the material lesson.

After that the reseacher get organized the object which are used in learning in order the object find quickly so that she find the object easily when she wants to explain the topic, Before the beggining the learning the reseacher checking the students prior knowledge by showing the object and ask the students to mention what the the reseacher showing to them. The researcher asked one of student to come in front of the class. After that the reseacher show the real object one by one till end, and thenthe reseacher helds up the object, say the word, then gets student to repeat.The researcher explained that they would learn about "Doing Things/ Activities at School"for example the researcher brought and sticked the picture about Activities At School on the whiteboard. The researcher also prepared the real object to support the learning process. The researcher pointed the picture about the activities at school. After that, the researcher asked the students to observed the picture. To support the learning process, the reseacher used the realia media, the researcher pointed and practiced to illustrate what the picture about the activities at school. The picture consisted of the girl is reading a book to support the activities the reseacher took a book after that she practice to read the book.The researcher pointed the picture about the activities at school. The researcher did it until the last of object and asked the student to practice and

pronounced it what she said. After that the reseacher tried to check the students' understanding by asked to the students to pronounce the object of that the writer showed to the students.

In the last practice, the researcher gave assignments to the students. The assignment was answering the questions in the students hand book.

b) The Second Meeting

The second meeting was conducted on Thursday, September 28th 2018at 11.00 - 11.45a.m, and it took about 1x45 minutes or 45 minutes.This meeting used post-test 2 in the end of cycle. The researcher gave post-test to the students. In this meeting, most of the students could practice how to increase their vocabulary mastery. It can be seen from the result of post-test 2. There are of students got score the MSC (Minimum Standard Criteria). The result of the students' score in post-test 2 can be seen in the following table:

Table 12.The Result of Students' Post-test 2 at the second year student of MIN 1 Metro

No.	Students' initial name	Incorrect Answer	Correct Answer	Score	KKM	Categories
1.	AT	2	8	80		Complete
2.	AUAG	1	9	90		Complete
3.	ALI	0	10	100		Complete
4.	ASA	1	9	90	65	Complete
5.	BNAB	1	9	90		Complete
6.	CRN	1	9	90		Incomplete
7.	CAP	1	9	90		Complete

8.	CM	1	9	90		Complete
9.	DR	1	9	90		Complete
10.	EJDK	1	9	90		Complete
11.	FFR	2	8	80		Complete
12.	FLH	2	8	80		Complete
13.	HSS	4	6	60		Incomplete
14.	IZA	3	7	70		Incomplete
15.	IMS	3	7	70		Complete
16.	JA	6	4	40		Incomplete
17.	KN	3	7	70		Incomplete
18.	LTP	2	8	80		Incomplete
19.	MYA	2	8	80		Incomplete
20.	MRP	4	6	60		Complete
21.	MF	3	7	70		Incomplete
22.	MNS	1	9	90		Incomplete
23.	NRD	3	7	70		Complete
24.	RS	2	8	80		Incomplete
25.	RS	2	8	80		Complete
26.	RFAR	4	6	60		Complete
27.	SSP	1	9	90		Complete
Total (Σx)				2120		
Average $\bar{x}$				79		85%

Source: The result of post-test II on Friday, September 28th

2018

Class Average score, the writer used following formula:

$$\overline{X} = \frac{\sum X}{N}$$

$\overline{X}$ = Mean/Class average score

N = Number of cases

$\sum X$ = The total number of students' scores

$$\overline{X} = \frac{2120}{27}$$
$$= 79$$

From the calculation above, it says that class average score is

79.

Percentage of Post-test 2MSC

$$P = \frac{\sum X}{N} x100\%$$

P=Percentages of Post-test 2 MSC

60

$$N= \text{Number of cases}$$

$$\sum X = \text{The students who get 70 or} > 70$$

$$P=\frac{23}{27}x100\%$$

$$= 85\%$$

From calculation above, it says that percentages of Post-test 2 MSC is 85%.

c). Observing

In this phase, the students were observed to know whether students increase their understanding or not, then the writer measured their achievements between cycle 1 and cycle 2. The reseacher found that in this second cycle, students had a significant progress. They increasetheir mastery of vocabulary significantly. Also they could do the task easier faster than before. The students' participation also was observed to know the students' enthusiastic.

d). Reflecting

The result of cycle 2, shows that 85% of students got score the MSC (Minimum Standard Criteria). It means that learning the process of the students is significant. The reseacher also discussed the result of the implementation of the modified action and decided whether the action should be continued or not. Based on the observation which had been done in teaching vocabulary by using the realia media. The students got easier

to understand and using the vocabulary. Therefore, the reseacher decided that the implementation the realia media in teaching vocabulary was successful and the writer could be ended.

B. DISCUSSION

1. The Result of Students Learning

a. The Result of The Students Pre-Test

The reseacher conducted the pre-test to know the students' vocabulary mastery before implementing the treatment. It was done on Monday, September 17, 2018. From the result of pre-test shown that most of the students' difficult for doing test. Based on table 4the students' average were44. It shows that most of the students have not passed yet in achieving the Minimum Standard Criteria (MSC)65. In this phase, only 3 students out of 27 students passed of the minimum standard criteria.

b. The Result of The Students Pos-test 1

In this research, to know the students' vocabulary mastery after implementing the treatment the reseacher conducted the post-test 1. It was done on Monday, september 20, 2018. Based on table5 the students average was 64. It shown that most the students have not passed yet in achieving the minimum standard criteria 65. In this

stage there are 14 students out of 27 students passed of the minimum standard criteria.

c. **The Result of The Students Post-test 2**

The researcher conducted the post-test 2 to know the students' vocabulary mastery after implementing the treatment. It was done on Friday,September 28th 2018. Based on table 6 it can be seen that the students' average was 80. It shown that most of the students have passed in achieving the minimum standard criteria (65). In this stage, 23 students of 27 students passed of the minimum standard criteria. It can be seen that most of the students passed in achieving material.

d. **The Result of Cycle 1**

The first using the realia media, the researcher found that score of post-test 1 was better than the pre-test. The score can be seen in the following table:

Table 13.The Result of The Students' Vocabulary Mastery Score in Pre-test and Post-test 1.

No.	Students' initial name	Pre-test	Post-test 1	Improving Score	Equivalent
1	AT	40	60	20	Increase
2	AUAG	50	70	30	Increase
3	ALI	50	90	40	Increase
4	ASA	40	70	30	Increase
5	BNAB	60	70	10	Increase
6	CRN	20	60	40	Increase
7	CAP	50	70	20	Increase
8	CM	40	50	10	Increase
9	DR	60	70	10	Increase
10	EJDK	70	80	10	Increase

11	FFR	60	70	10	Increase
12	FLH	60	70	20	Increase
13	HSS	0	50	50	Increase
14	IZA	40	60	20	Increase
15	IMS	50	70	20	Increase
16	JA	10	50	50	Increase
17	KN	20	50	40	Increase
18	LTP	50	60	10	Increase
19	MYA	30	60	30	Increase
20	MRP	40	50	10	Increase
21	MF	60	70	10	Increase
22	MNS	20	50	30	Increase
23	NRD	70	80	10	Increase
24	RS	60	70	10	Increase
25	RS	70	70	0	Decrease
26	RFAR	40	50	10	Increase
27	SSP	30	60	30	Increase
Total (Σx)		1190	1730		
Average $\bar{x}$		44	64	21,5	

From the result of pre-test and post-test, we know that there was an increasing from the result score, and there was students get same score or constant but commonly their vocablary mastery increased. It can be seen from average score in pre-test 44 became 64 in post-test at cycle 1. The following chart presented the increasement of students score:

Chart 1. The Students' Result In Pre-Test And Post-Test 1

e. **The Result of Cycle II**

Significant increasement from post-test 1 up to post-test 2 occurred in the second meeting of using of the realia media. The score of the result can be seen in the table below:
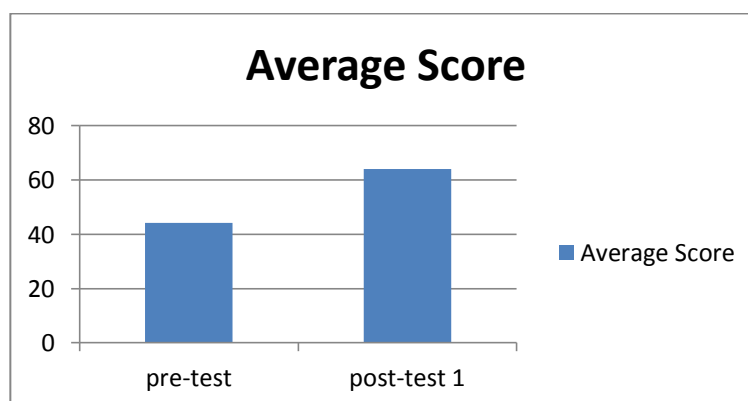
Table 14.The Result of The Students' Vocabulary Mastery Score in Post-test 1 and Post-test 2.

No	Students' initial name	Post-test 1	Post-test 2	Improving Score	Equivalent
1	AT	60	80	20	Increase
2	AUAG	70	90	20	Increase
3	ALI	90	100	10	Increase
4	ASA	70	90	20	Increase
5	BNAB	70	90	20	Increase
6	CRN	60	90	30	Increase
7	CAP	70	90	20	Increase
8	CM	50	80	30	Increase
9	DR	70	90	20	Increase
10	EJDK	80	90	10	Increase
11	FFR	70	80	10	Increase
12	FLH	70	80	10	Increase
13	HSS	50	60	10	Increase
14	IZA	60	70	10	Increase
15	IMS	70	70	0	Decrease
16	JA	50	40	10	Increase
17	KN	50	70	20	Increase
18	LTP	60	80	20	Increase
19	MYA	60	80	20	Increase
20	MRP	50	60	10	Increase
21	MF	70	70	0	Decrease
22	MNS	50	90	40	Increase
23	NRD	80	70	0	Decrease
24	RS	70	80	10	Increase
25	RS	70	80	10	Increase
26	RFAR	50	60	10	Increase
27	SSP	60	90	30	Increase

Total (Σx)	1730	2120		
Average $\bar{x}$	64	79	16	

Actually, the result of post test 1 is good enough. But, the students'

score not achieve the target (MSC). After the second treatment,

most of them increased. It means that the using of The Realia

Media can increase the vocabulary mastery. It can be seen from

average score 64 in post test 1 became 79 in post test 2. The

following chart presented the increasement of students score:

Chart 2.The Students' Result In Post -test 1 And Post-test 2
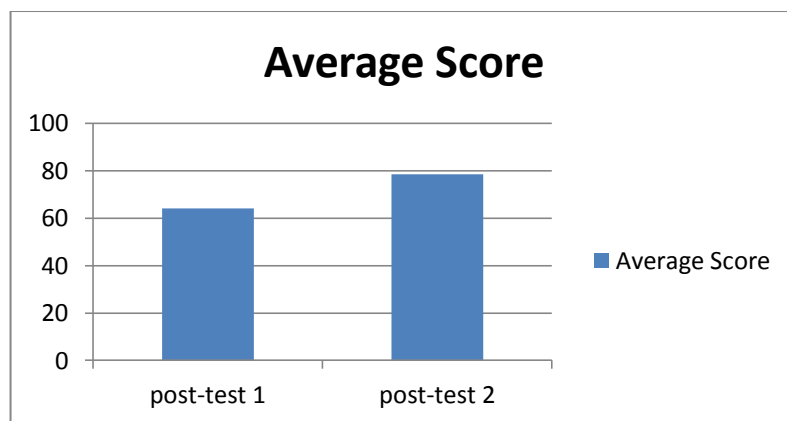
2. **The Result of The Study**

The table below will show the recapitulation of the students'

increasement in teaching and learning from pre-test, post-test 1, post-

test 2.

**Table 15.The Recapitulation of Students' Increasement in**

Teaching and Learning

No.	Students' initial name	Pre-test	Post-test 1	Post-test 2	Equivalent
1.	AT	40	60	80	Increase
2.	AUAG	50	70	90	Increase
3.	ALI	50	90	100	Increase
4.	ASA	40	70	90	Increase
5.	BNAB	60	70	90	Increase
6.	CRN	20	60	90	Increase
7.	CAP	50	70	90	Increase
8.	CM	40	50	80	Increase
9.	DR	60	70	90	Increase
10.	EJDK	70	80	90	Increase
11.	FFR	60	70	80	Increase
12.	FLH	60	70	80	Increase
13.	HSS	0	50	60	Increase
14.	IZA	40	60	70	Increase
15.	IMS	50	70	70	Increase
16.	JA	10	50	40	Decrease
17.	KN	20	50	70	Increase
18.	LTP	50	60	80	Increase
19.	MYA	30	60	80	Increase
20.	MRP	40	50	60	Increase
21.	MF	60	70	70	Decrease
22.	MNS	20	50	90	Increase
23.	NRD	70	80	70	Increase
24.	RS	60	70	80	Increase
25.	RS	70	70	80	Increase
26.	RFAR	40	50	60	Increase
27.	SSP	30	60	90	Increase
	Total	1190	1730	2120	
	Average	44	64	79	

From the table above, pre-test have done individually. It is aimed to

know to vocabulary mastery of the students before and having a

treatment. From the result of pre-test and post-test we know that

there was an improving from the students' result score.

It can be seen from the average 44 become 64. It's mean the increase of pre-test and post test was 21,5.

The result of post-test in cycle 1 and post-test in cycle II shows the using of the realiamedia has increased the student's vocabulary mastery. Their average scores increases from 64 up to 79. From the table we know that in post-test 1 there were 14 students who got the score below the target or under minimum standard criteria (MSC), and 13 students got score above the minimum standard criteria. It means that the students could achieve the target. The target is 70% students gained scores 65. It means that the students' score could achieve the target. The increasement can be seen in the chart below:

Chart 3.The Students' Result in Pre-test, Post-test 1, and Post-test 2
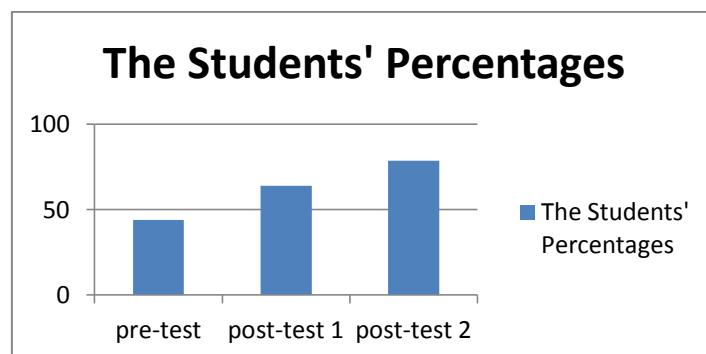
Based on the chart and the table above, in the cycle 1 from the pre-test to the post-test has progress average score from 44 to 64. There is increasing about21,5 point.Then the cycle 2 has progress average score from 64 to 79 there is the increasing about 16 point.

3. The Result of The Students' Complete Percentages in Minimum Standard Criteria

The table below will show the recapitulation of the students' complete percentages in Minimum Standard Criteria from pre-test, post-test 1, and post-test 2.

Table 16.The Recapitulation of Students'Complete Percentages

In Minimum Standard Criteria

The Students' Complete of MSC						Equivalent
Pre-test		Post-test 1		Post-test 2		
Frequency	%	Frequency	%	Frequency	%	
3	11%	14	52%	23	85%	Increase

Based on the data above, the students' complete percentages in Minimum Standard Criteria is improve from pre-test to post-test, in pre-test there were 3 students who got the complete score, in post-test 1 there were 14 students who got the complete score, and post-test 2 there were 23 students who got the complete score. The increasement can be seen in the chart below:

Chart 4.Chart The StudentsComplete Percentages of Minimum

Standard CriteriaIn Pre-test, Post-test 1 and Post-test 2

The Students Complete Percentage
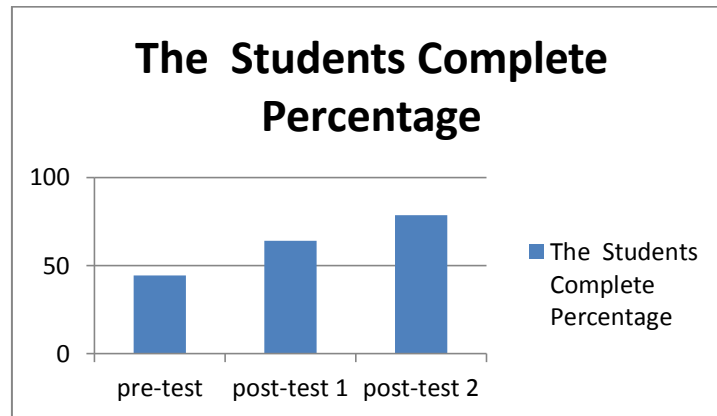
Based on the chart and the table above, in the cycle 1 from pre-test to post-test 1 has progress percentages score from 11% to 52%. There is improve about 21,5 point. Then cycle 2 has progress percentages from 52% to 85%, there is increase about 16 point.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

After implementing of Classroom Action Research at the second year student of MIN 1 Metro, the writer draws the following conclusion:

1. Using Realia Media can increase the learning activity students' vocabulary mastery at the second year student of Min 1 Metro. The ways to increase their vocabulary using realia are by providing the real object as a media in teaching vocabulary and providing pictures which are related to the objects. The advantages of using realia in teaching vocabulary for the students are: increasing the student's memory about the vocabulary given, increasing the understanding of the students and decreasing the monotonous teaching learning process especially in teaching vocabulary.

2. The result of pre-test up post-test of cycle , The students' average score of pre-test was 44. It means there were only 11% of the whole students could pass the KKM. The average score of post-test 1 was 64. It proved that 52% students passed KKM. The average score of post-test 2 was 79. Then, it was obtained that the percentages of students who in could get the score pass KKM in post-test 2 was 85%. It can be concluded that the use of realia media can increase the vocabulary mastery among the second year students of the MIN 1 Metro.

B. SUGGESTION

Based on the conclusion above, it can be delivered some suggestions to be shared more attention in teaching and learning process go to:

1. For The English Teacher

    a. The teacher should prepare and select appropriate media and materials to produce the effective teaching learning process. Also, the teachers should determine the target of the teaching which must be achieved. The teacher should be able to create the teaching learning process enjoyable, such as selecting new media.

    b. It is better for the teacher to use the realia media in English learning especially in teaching vocabulary, because it can increase students' vocabulary mastery.

    c. The teacher should give motivation to the students in order to be active in learning process.

2. For The Students

    It is suggested to the students to be more active in learning process in the class and increase their vocabulary so they can success in English learning.

3. For The Headmaster

    To support the English teacher to use the realia media in learning process, because the realia media is so helpful.

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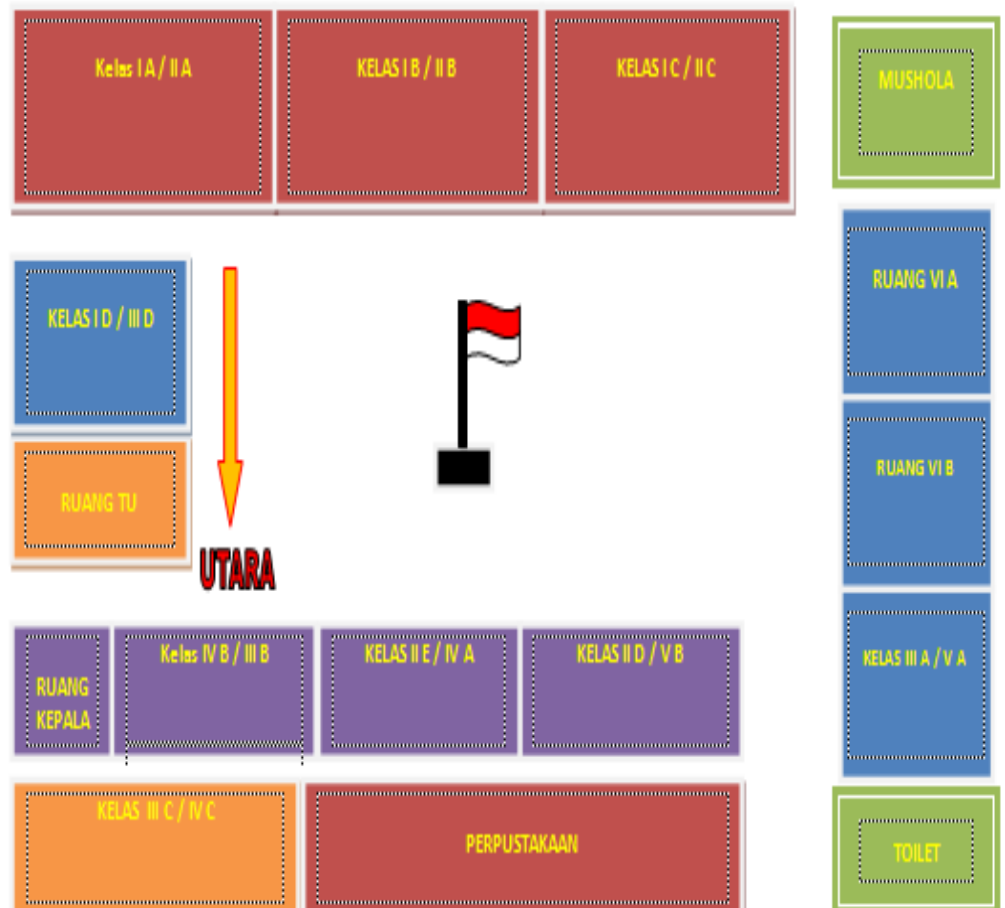Valsa Koshy. *Action Research for Improving Practice*. (Cromwell Press), 2005.

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APPENDICES

THE BUILDINGS OF MIN 1 METRO

No	Name of Building	Total of Room
1.	Headmaster room	1
2.	Teachers room	1
3.	Administration room	1
4.	Classroom	11
5.	Library	1
6.	Mosque	1
7.	Bathroom	1

LOCATION SKETCH OF MIN 1 METRO

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan   : MIN 1 Metro

Mata Pembelajaran   : Bahasa Inggris

Kelas/Semester   : II/ 1

Skill   : Vocabulary

Alokasi   : 4 x 45 menit (2x pertemuan)

A. Standar Kompetensi

1. Mendengarkan

   Kemampuan merespon kata, frase, atau kalimat sederhana dalam konteks "pakaian"

2. Berbicara

   Mengungkapkan kata, frase, atau kalimat sederhana dalam konteks "pakaian"

B. Kompetensi Dasar

1. Siswa mampu merespon hal-hal yang berhubungan dengan jenis pakaian

2. Mampu melakukan percakapan sangat sederhana mengenai "pakaian"

3. Mampu memahami wacana sederhana mengenai pakaian

C. Indikator Pencapaian Kompetensi

1. Menyimak kata-kata mengenai pakaian

2. Membedakan setiap jenis nama-nama pakaian yang disebutkan

3. Menunjukkan jenis pakaian mengunakan bantuan realia media atau objek nyata

4. Menirukan guru dengan melafalkan kata-kata mengenai pakaian

5. Menunjukkan jenis pakaian berdasarkan bantuan realia media atau objek nyata sesuai dengan kalimat sederhana yang tengah di ucapkan

6. Mengungkapkan dengan tepat kalimat sederhana mengenai pakaian berdasarkan bantuan gambar

D. Tujuan Pembelajaran

1. Menyimak kata-kata mengenai pakaian

2. Membedakan setiap jenis nama-nama pakaian yang disebutkan

3. Menunjukkan jenis pakaian berdasarkan gambar

4. Menirukan guru dengan melafalkan kata-kata mengenai pakaian

5. Menunjukkan jenis pakaian berdasarkan bantuan realia media atau objek nyata

6. sesuai dengan kalimat sederhana yang tengah di ucapkan

7. Mengungkapkan dengan tepat kalimat sederhana mengenai pakaian berdasarkan bantuan realia media atau objek nyata

E. Metode Pembelajaran

Siswa memperagakan instruksi-instruksi yang diberikan oleh guru atau yang didengar secara bersama-sama

F. Kegiatan Pembelajaran

1. Kegiatan Pendahuluan

- Guru mengucapkan salam

- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran

- Guru dan murid berdoa bersama-sama sebelum memulai pelajaran.
- Guru mengecek kehadiran siswa.

2. Kegiatan Inti

- Guru mengenalkan jenis-jenis pakaian.
- Guru meminta siswa untuk menyimak kata-kata mengenai pakaian.
- Guru memberikan contoh pakaian dengan bantuan Media Realia untuk menunjukan jenis pakaian sesuai dengan kalimat sederhana yang tengah diucapkan
- Guru meminta siswa untuk memperhatikan setiap jenis pakaian yang ditunjukan dengan bantuan Media Realia.
- Guru bertanya kepada siswa tentang arti dari kosakata baru yang telah disebutkan sebelumnya.
- Guru mengamati setiap aktivitas yang dilakukan oleh siswa selama proses pembelajaran.

3. Kegiatan Penutup

- Guru menanyakan apakah siswa sudah memahami materi pembelajaran yang sudah dilaksanakan.
- Guru bersama peserta didik untuk mengerjakan soal-soal
- Guru memberikan umpan balik terhadap proses pembelajaran
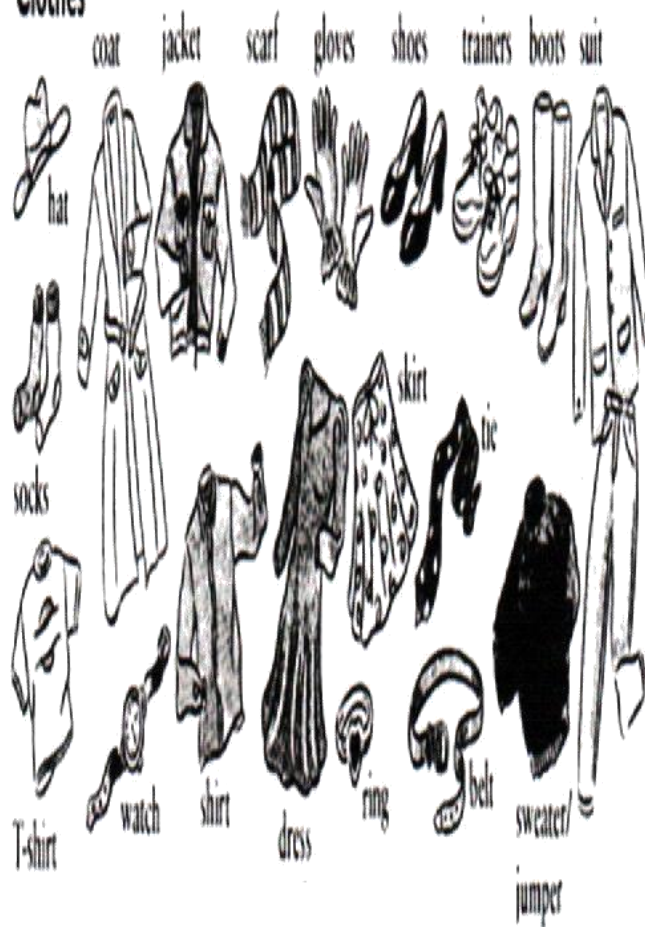- Guru bersama-sama menutup pelajaran dengan berdoa.

G. Sumber Belajar

1. Buku Bahasa Inggris (English Vocabulary in Use: Elementary. Michael McCarty and Felicity O'Dell.)

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2. Kamus Bahasa Inggris

3. Internet

4. Lingkungan yang mendukung

H. Materi Pembelajaran

A Clothes

coat   jacket   scarf   gloves   shoes   trainers   boots   suit

hat

socks

skirt

tie

T-shirt   watch   shirt   dress   ring   belt   sweater/ jumper

A. Clothes	Pakaian	B. Plural	Pakaian yang digunakan dalam bentuk jamak
1. Hat	Topi		
2. Coat	Mantel, jas		
3. Jacket	Jaket	1. Trousers	Celana panjang
4. Scarf	Syal, selendang	2. Jeans	Celana Jeans
5. Gloves	Sarung tangan	3. Shorts	Celana pendek
6. Shoes	Sepatu	4. Tights	Celana (panjang) ketat
7. Trainers	Sepatu olah raga	5. Glasses	Kacamata
8. boots	sepatu bot	6. Sunglasses	Kacamata hitam
9. Suit	Setelan		
10. Socks	Kaos kaki	**C. Verbs**	**Kata Kerja**
11. T-shirt	Kaos		
12. Watch	Jam tangan	1. Wear	Memakai, mengenakan
13. Shirt	Kemeja, hem	2. Get dressed	Berpakaian
14. Dress	Gaun		
15. Ring	Cincin	3. Put on	Memakai
16. Belt	Ikat pinggang		
17. Sweater/ Jumper	Sweater	4. Get undressed	Membuka/melepaskan baju
18. Tie	Dasi	5. Take off	Membuka
19. Sandals	Sandal		
20. Pants	Celana panjang		
21. Pajamas	Baju tidur/piyama		
22. Skirt	Rok		
23. Blouse	Blus		
24. Bathrobe	Mantel mandi		

Contoh kalimat:

1. Yuli is wearing a scarft.
   (Yuli memakai syal.)

2. My father take off his gloves.
   (Ayahku membuka sarung tangannya.)

3. Suzy put on her tie.
   (Suzy memakai dasinya.)

I. Media Pembelajaran

Realia Media (Real object) is an excellent tools to help the student develope

essential English vocabulary, teacher need to promote in-depth word

knowledge. Realia Media is one way of presenting vocabulary to strengthen students' associations between words for everyday objects themselves.

J. Jenis Teks

1. Tema   : Diri Sendiri/ Clothes

2. Aspek/skill : Vocabulary

K. Penilaian Hasil Pembelajaran

1. Teknik   : Tes Tertulis

2. Tipe   : Pilihan Ganda

3. Instrument : Terlampir

4. Rubik Penilaian

Explain	Score
Right Answer	10
Wrong Answer	0

The total of score is the right answer x 10

The score maximum is 100

The value of student= **The Result of Score** X 100
                              The Score Maximum

Metro, 18 September 2018

Diketahui oleh
Guru Mapel Bahasa Inggris

Erson Rosadi, S.Pd

Peneliti

Nita Indah Sari
NPM.14121857

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan   : MIN 1 Metro

Mata Pembelajaran   : Bahasa Inggris

Kelas/Semester   : II/ 1

Skill   : Vocabulary

Alokasi   : 4 x 45 menit (2x pertemuan)

A. Standar Kompetensi

1. Mendengarkan

   Kemampuan merespon kata, frase, atau kalimat sederhana dalam konteks "kegiatan"

2. Berbicara

   Mengungkapkan kata, frase, atau kalimat sederhana dalam konteks "kegiatan"

B. Kompetensi Dasar

1. Siswa mampu merespon kalimat yang diucapkan guru dalam lingkup kegiatan

2. Mampu melakukan percakapan sangat sederhana mengenai "kegiatan"

C. Indikator Pencapaian Kompetensi

1. Mengucapkan jenis kegiatan dengan intonasi yang tepat

2. Memahami makna kalimat sederhana yang diucapkan

3. Membaca kalimat sangat sederhana mengenai kegiatan dengan bantuan realia media atau objek nyata

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4. Mencocokkan kalimat sederhana sesuai contoh berdasarkan realia media atau objek nyata

D. Tujuan Pembelajaran

1. Mengucapkan kata-kata mengenai jenis kegiatan dengan intonasi yang tepat

2. Membaca kalimat sangat sederhana mengenai jenis kegiatan sesuai gambar

3. Menunjukkan nama jenis kegiatan sesuai dengan kata yang dibaca berdasarkan realia media atau objek nyata

4. Mencocokkan kalimat sederhana sesuai contoh berdasarkan gambar

E. Metode Pembelajaran

Total Phsycal Respon (TPR)

F. Kegiatan Pembelajaran

1. Kegiatan Pendahuluan

- Guru mengucapkan salam

- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran

- Guru dan murid berdoa bersama-sama sebelum memulai pelajaran.

- Guru mengecek kehadiran siswa.

2. Kegiatan Inti

- Guru mengenalkan jenis-jenis kegiatan.

- Guru meminta siswa untuk menyimak kata-kata mengenai kegiatan.

- Guru memberikan contoh kegiatan dengan bantuan Media Realia untuk menunjukan jenis kegiatan sesuai dengan kalimat sederhana yang tengah diucapkan

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- Guru meminta siswa untuk memperhatikan setiap jenis kegiatan yang ditunjukan dengan bantuan Media Realia.

- Guru bertanya kepada siswa tentang arti dari kosakata baru yang telah disebutkan sebelumnya.

- Guru mengamati setiap aktivitas yang dilakukan oleh siswa selama proses pembelajaran.

1. Kegiatan Penutup

- Guru menanyakan apakah siswa sudah memahami materi pembelajaran yang sudah dilaksanakan.

- Guru bersama membuat kesimpulan hasil pembelajaran

- Guru memberikan umpan balik terhadap proses pembelajaran

- Guru bersama-sama menutup pelajaran dengan berdoa

G. Sumber Belajar

1. Buku Bahasa Inggris (LKS Bahasa Inggris Kelas 2 AKSES)

2. Kamus Bahasa Inggris

3. Internet

4. Lingkungan yang mendukung

H. Materi Pembelajaran

SCHOOL ACTIVITIES

Jika kita ingin menanyakan kegiatan gang sedang dilakukan:

1. What is...doing? Until subject she,he,nama orang

Contoh:

a) What is she doing?

   She is studying the lessons.

b) What is he doing?

   He is doing exercises.

2. What are....doing? Untuk subject you,they,nama orang banyak.

   Contoh:

a) What are you doing?

   Iam a borrowing a book.

   1. Practicing computer

   2. Eating at the canteen

   3. Reading a book

   4. Teaching the students

   5. Having a flag ceremony

   6. Doing exercise

   7. Borrowing some book.

   Contoh :

   1. What are the students doing?

      They are having a flag ceremony.

   2. Where do they have ceremony?

      In the school yard.

I. Media Pembelajaran

Realia Media (Real object) is an excellent tools to help the student develope essential English vocabulary, teacher need to promote in-depth word knowledge. Realia Media is one way of presenting vocabulary to strengthen students' associations between words for everyday objects themselves.

J. Jenis Teks

1. Tema   : Lingkungan / Action: Doing Things

2. Aspek/skill : Vocabulary

K. Penilaian Hasil Pembelajaran

1. Teknik   : Tes Tertulis

2. Tipe   : Pilihan Ganda

3. Instrument : Terlampir

4. Rubik Penilaian

Explain	Score
Right Answer	10
Wrong Answer	0

The total of score is the right answer x 10

The score maximum is 100

The value of student= $\dfrac{\text{The Result of Score}}{\text{The Score Maximum}}$ X 100

Metro, 24 September 2018

Diketahui oleh
Guru Mapel Bahasa Inggris

Peneliti

Erson Rosadi, S.Pd

Nita Indah Sari
NPM.14121857

SILABUS

Nama Sekolah : ....
Kelas Semester : II / 1
Tema : DIRI SENDIRI/CLOTHES
Mata Pelajaran : BAHASA INGGRIS

Standar Kompetensi	Kompetensi Dasar	Materi Pelajaran	Pengalaman Belajar	Indikator	Penilaian	Alokasi Waktu	Sumber / Bahan / Alat
Mendengarkan Kemampuan merespon kata, frase atau kalimat sederhana dalam konteks "pakaian"	• Siswa mampu merespon hal-hai yang berhubungan dengan jenis pakaian	• Kalimat-kalimat Perintah • Clothes • Teks sederhana tentang pakaian yang dikenakan	• Mendengarkan setiap kata mengenai "Clothes" dengan baik • Mengidentifikasikan nama-nama pakaian • Menyebutkan nama-nama pakaian yang diucapkan • Memahami setiap makna nama pakaian yang didengar	• Menyimak kata-kata mengenai pakaian • Membedakan setiap jenis nama pakaian yang disebutkan • Menunjukkan jenis pakaian berdasarkan gambar	• Performance • Product • Paper and pen test • Observation	8 jam pelajaran	• Buku 'Ready For English' Penerbit Widya Utama • Alat peraga berupa gambar
Berbicara Mengungkapkan kata, frase dan kalimat sederhana dalam konteks "pakaian"	• Mampu melakukan percakapan sangat sederhana mengenai "pakaian"	• Kosakata	• Mengucapkan kata, frase atau kalimat sederhana mengenai pakaian • Menunjukkan gambar ketika melafalkan kalimat sederhana mengenai jenis pakaian yang dikenakan	• Menirukan guru dengan melafalkan kata-kata mengenai pakaian • Menunjukkan gambar mengenai pakaian sesuai dengan kalimat sederhana yang tengah diucapkan			

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Standar Kompetensi	Kompetensi Dasar	Materi Pelajaran	Pengalaman Belajar	Indikator	Penilaian	Alokasi Waktu	Sumber Bahan / Al...
Membaca : Membaca nyaring bermakna tentang nama-nama pakaian dengan lafal dan intonasi yang tepat	• Mampu memahami wacana sederhana mengenai pakaian		• Melafalkan kalimat sederhana sesuai gambar dengan intonasi yang tepat • Memahami makna kata dan kalimat sederhana yang telah dibaca • Membaca nama-nama pakaian berdasarkan gambar dengan intonasi yang tepat • Secara berpasangan siswa mampu menunjukkan gambar sesuai dengan kalimat yang diucapkannya • Melafalkan kalimat sederhana sesuai dengan gambar yang tersedia • Mencocokkan kalimat dengan gambar yang berhubungan dengan pakaian secara lisan	• Mengungkapkan dengan tepat kalimat sederhana mengenai pakaian berdasarkan bantuan gambar • Melakukan dialog sederhana • Mengucapkan kata-kata mengenai nama-nama pakaian dengan intonasi yang tepat • Menjawab pertanyaan dengan "Yes or No Question" • Menunjukkan nama jenis pakaian sesuai dengan kata yang dibaca berdasarkan gambar • Membaca kalimat sangat sederhana mengenai pakaian sesuai gambar			
Menulis : Menulis kata, frase atau kalimat sederhana dengan ejaan yang benar	• Menyalin nama-nama pakaian dengan tulisan tangan sesuai ejaan yang tepat		• Menulis kembali kata-kata mengenai pakaian sesuai gambar • Menjawab pertanyaan dengan cara mencocokkan kalimat berdasarkn gambar • Membuat kalimat sederhana sesuai contoh berdasarkan petunjuk gambar	• Menulis kembali nama jenis pakaian sesuai gambar • Menyalin kalimat sederhana mengenai pakaian sesuai teks • Mencocokkan kalimat sederhana sesuai contoh berdasarkan sesuai dengan gambar • Menuliskan kalimat			

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Standar Kompetensi	Kompetensi Dasar	Materi Pelajaran	Pengalaman Belajar	Indikator	Penilaian	Alokasi Waktu	Sumber / Bahan / Alat
				sederhana sesuai contoh berdasarkan petunjuk gambar • Menyusun huruf acak menjadi kata yang bermakna			

SILABUS

Nama Sekolah : ....
Kelas Semester : II / 1
Tema : Lingkungan / ACTION : 'DOING THINGS'
Mata Pelajaran : BAHASA INGGRIS

Standar Kompetensi	Kompetensi Dasar	Materi Pelajaran	Pengalaman Belajar	Indikator	Penilaian	Alokasi Waktu	Sumber / Bahan / Alat
Mendengarkan Merespon instruksi sederhana dalam konteks 'Kegiatan'	• Mampu merespon kalimat yang iucapkan guru dalam lingkup "Kegiatan" • Mengidentifikasikan bunyi kata, frase/ kalimat yang diungkapkan guru mengenai 'kegiatan'	• Kalimat-kalimat Perintah Action : Doing Thing • Teks sederhana tentang Action • Kosakata : - I am singing - - You are eating - - I am studying	• Mendengarkan frasa atau kalimat mengenai "kegiatan" dengan baik • Memahami makna kata dengan mengucap ulang ucapan guru berdasarkan gambar • Melakukan instruksi yang didengar sesuai dengan gambar	• Menyimak dengan baik kalimat sederhana tentang kegiatan • Melafalkan kalimat sederhana tentang 'kegiatan' • Melakukan instruksi 'kegiatan' sesuai dengan teks dan gambar	Performance Product Paper and pen test Observation	10 jam pelajaran	• Buku 'Ready For English' Penerbit Widya Utama • Alat peraga berupa gambar
Berbicara Mengungkapkan instruksi, kalimat sederhana dalam konteks 'Kegiatan'	• Mampu melakukan percakapan sangat sederhana mengenai 'Kegiatan'		• Mengucapkan jenis kegiatan dengan intonasi yang tepat • Memahami makna kalimat sederhana yang diucapkan • Secara berpasangan melafalkan kalimat sesuai dengan teks dan gambar • Melakukan Tanya jawab	• Menirukan guru dengan melafalkan kalimat tentang jenis-jenis 'kegiatan' • Mempratekkan kegiatan sesuai dengan instruksi yang diucapkan (cont.: I am eating, We are jumping) • Melafalkan kalimat sederhana tentang jenis-jenis kegiatan			

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Standar Kompetensi	Kompetensi Dasar	Materi Pelajaran	Pengalaman Belajar	Indikator	Penilaian	Alokasi Waktu	Sumber/ Bahan / Ala
Membaca : Membaca nyaring kalimat sederhana dlam konteks action	• Mampu memahami makna sebuah kalimat sederhana dalam konteks 'kegiatan'		secara berpasangan tentang 'kegiatan sesuai gambar • Membaca nyaring frase atau kalimat sederhana sesuai dengan intonasi yang tepat. • Secara berpasangan melafalkan kalimat tentang 'kegiatan' sesuai dengan teks dan gambar • Menjawab secara lisan pertanyaan mengenai jenis kegiatan yang terdapat pada gambar	yang dilakukan berdasarkan gambar • Melakukan Tanya jawab tentang 'kegiatan' dengan cara pilihan berdasarkan teks dan gambar • Membaca kalimat sederhana mengenai kegiatan jenis-jenis 'kegiatan' dengan lafal dan intonasi yang tepat • Melakukan Tanya jawab mengenai jenis kegiatan yang sedang dilakukan seperti gambar • Mempraktekkan jenis kegiatan yang dibaca sesuai gambar			
Menulis : Menuliskan kembali kata, frase atau kalimat sederhana dengan ejaan yang benar	• Menyalin kalimat sederhana dalam konteks 'kegiatan'		• Menuliskan kembali jenis kegiatan yang terdapat pada gambar • Memilih jawaban yang tepat tentang jenis kegiatan yang dilakukan berdasarkan gambar Contoh : What are you doing ? I am (eating / singing) • Menulis jawaban lengkap dari kalimat sederhana sesuai contoh berdasarkan petunjuk gambar	• Melengkapi kalimat sederhana dengan jawaban secara lisan • Menyalin kalimat sederhana tentang jenis-jenis kegiatan sesuai ejaan yang benar • Menjawab secara tertulis dengan memilih jawaban sesuai gambar • Menyusun kata-kata acak • Menulis kalimat sederhana sesuai contoh berdasarkan petunjuk gambar			

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Standar Kompetensi	Kompetensi Dasar	Materi Pelajaran	Pengalaman Belajar	Indikator	Penilaian	Alokasi Waktu	Sumber / Bahan / Alat
			• Mencocokkan kosakata sesuai gambar yang tersedia				

Name : Haura   Class : 2C -

A. Choose the right answer by crossing A, B, C, or D!

1. My brother wears a ....
   a. Blouse
   b. Suit
   c. Throusers
   d. Shirt

2. In the rice field, the farmer have to wear....
   a. Shoes
   b. Gloves
   c. Boots
   d. Tie

3. Anne is wearing a ....
   a. Pajamas
   b. Coat
   c. Gloves
   d. Blouse

4. Dion is wearing a .....
   a. Sweater
   b. Shirt
   c. Bathrobs
   d. Coat

5. Mike is wearing a ....
   a. Ring
   b. Watch
   c. Sunglasses
   d. Tie

6. My grandfather take off his....
   a. Hat
   b. Scarft
   c. Gloves
   d. Boots

7. Selena is wearing a ....
   a. Blouse
   b. Scarft
   c. Gown
   d. Tights

8. Haikal wears a grey ....
   a. Trainers
   b. Boots
   c. Jeans
   d. Dress

9. Dendra likes to wear .....
   a. Trousers
   b. T-shirt
   c. Shirt
   d. Boots

10. Justin wears a new....
    a. Jeans
    b. Skirt
    c. Hat
    d. Shorts

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Name : Haura   Class : 2 C -

A. Choose the right answer by crossing A, B, C, or D!

1. Dita wears a ....
   a. Shirt
   b. Pants
   c. Throusers
   d. skirt

2. In the school, we have to wear black....
   a. Shoes
   b. T-shirt
   c. Skirt
   d. Tie

3. My father is wearing a ....
   a. Pajamas
   b. Belt
   c. Pants
   d. Blouse

4. That is a .....
   a. Sweater
   b. Shirt
   c. Dress
   d. Coat

5. Gilang take off his....
   a. Socks
   b. Belt
   c. Shoes
   d. Shorts

6. My mother take off her....
   a. Hat
   b. Scarft
   c. Boots
   d. Gloves

7. Suzy put on her....
   a. Blouse
   b. Scarft
   c. Gown
   d. Tie

8. Rini is wearing a pink....
   a. Jacket
   b. Boots
   c. Jeans
   d. Watch

9. Rendi likes to wear .....
   a. Shorts
   b. T-shirt
   c. Shirt
   d. Boots

10. David put on his....
   a. Tie
   b. scarf
   c. Shirt
   d. Belt

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Name : Laura sasabila   Class : 2C-

A. Choose the right answer by crossing A, B, C, or D!

1. My sister is ..... a glass of water.
   - a. Drinking ✗
   - b. Playing
   - c. Listening
   - d. Eating

2. Susanti is .... a book.
   - a. Running
   - b. Sleeping
   - c. Wearing
   - d. Reading ✗

3. They are .... a doll.
   - a. Playing ✗
   - b. Cooking
   - c. Studying
   - d. Watching

4. Zidan is.....a rice
   - a. Jumping
   - b. Eating ✗
   - c. Reading
   - d. Singing

5. Anita : What is dani doing?
   Afgan: He is.....a letter.
   - a. Writing
   - b. Dancing
   - c. Watching ✗
   - d. Jumping

6. Anne: What does he doing in the class?
   David: He is . . . .the blackboard.
   - a. sweeping
   - b. Moping
   - c. Cleaning ✗
   - d. Brushing

7. Vita is ..... her hair.
   - a. Combing
   - b. Riding ✗
   - c. Hopping
   - d. polishing

8. The teacher is .... in the classroom.
   - a. Hopping
   - b. Walking
   - c. Standing ✗
   - d. Teacing

9. The students are..... the lesson.
   - a. Cleaning
   - b. Studying ✗
   - c. Colouring
   - d. Bathing

10. Selena is .... the paper.
    - a. Cutting
    - b. Digging ✗
    - c. Sharing
    - d. Touchin

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INSTRUMENT TEST IN PRE-TEST

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Name : El jovanka Dion kesuma   Class : II C

A. Choose the right answer by crossing A, B, C, or D!

1. My brother wears a ....
   a. Blouse
   b. Suit
   c. Throusers
   d. Shirt

2. In the rice field, the farmer have to wear....
   a. Shoes
   b. Gloves
   c. Boots
   d. Tie

3. Anne is wearing a ....
   a. Pajamas
   b. Coat
   c. Gloves
   d. Blouse

4. Dion is wearing a .....
   a. Sweater
   b. Shirt
   c. Bathrobs
   d. Coat

5. Mike is wearing a ....
   a. Ring
   b. Watch
   c. Sunglasses
   d. Tie

6. My grandfather take off his....
   a. Hat
   b. Scarft
   c. Gloves
   d. Boots

7. Selena is wearing a ....
   a. Blouse
   b. Scarft
   c. Gown
   d. Tights

8. Haikal wears a grey ....
   a. Trainers
   b. Boots
   c. Jeans
   d. Dress

9. Dendra likes to wear .....
   a. Trousers
   b. T-shirt
   c. Shirt
   d. Boots

10. Justin wears a new....
    a. Jeans
    b. Skirt
    c. Hat
    d. Shorts

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Name : El javanka Dian kesuma   Class : II C

A. Choose the right answer by crossing A, B, C, or D!

1. Dita wears a ....
   a. Shirt
   b. Pants
   c. Throusers
   d. skirt

6. My mother take off her....
   a. Hat
   b. Scarft
   c. Boots
   d. Gloves

2. In the school, we have to wear black....
   a. Shoes
   b. T-shirt
   c. Skirt
   d. Tie

7. Suzy put on her....
   a. Blouse
   b. Scarft
   c. Gown
   d. Tie

3. My father is wearing a ....
   a. Pajamas
   b. Belt
   c. Pants
   d. Blouse

8. Rini is wearing a pink....
   a. Jacket
   b. Boots
   c. Jeans
   d. Watch

4. That is a .....
   a. Sweater
   b. Shirt
   c. Dress
   d. Coat

9. Rendi likes to wear .....
   a. Shorts
   b. T-shirt
   c. Shirt
   d. Boots

5. Gilang take off his....
   a. Socks
   b. Belt
   c. Shoes
   d. Shorts

10. David put on his....
    a. Tie
    b. scarf
    c. Shirt
    d. Belt

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INSTRUMENT TEST IN CYCLE II

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Name : JOVANKA DIAN kesuma   Class : II C

A. **Choose the right answer by crossing A, B, C, or D!**

1. My sister is ..... a glass of water.
    a. Drinking
    b. Playing
    c. Listening
    d. Eating

2. Susanti is .... a book.
    a. Running
    b. Sleeping
    c. Wearing
    d. Reading

3. They are .... a doll.
    a. Playing
    b. Cooking
    c. Studying
    d. Watching

4. Zidan is.....a rice
    a. Jumping
    b. Eating
    c. Reading
    d. Singing

5. Anita : What is dani doing?
    Afgan: He is.....a letter.
    a. Writing
    b. Dancing
    c. Watching
    d. Jumping

6. Anne: What does he doing in the class?
    David: He is . . . .the blackboard.
    a. sweeping
    b. Moping
    c. Cleaning
    d. Brushing

7. Vita is ..... her hair.
    a. Combing
    b. Riding
    c. Hopping
    d. polishing

8. The teacher is .... in the classroom.
    a. Hopping
    b. Walking
    c. Standing
    d. Teacing

9. The students are..... the lesson.
    a. Cleaning
    b. Studying
    c. Colouring
    d. Bathing

10. Selena is .... the paper.
    a. Cutting
    b. Digging
    c. Sharing
    d. Touchin

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KEY ANSWERS

PRE-TEST
"Clothes"

1. B	6. C
2. C	7. D
3. A	8. A
4. A	9. A
5. C	10. D

POST-TEST 1
"Clothes"

1. A	6. D
2. A	7. B
3. B	8. D
4. A	9. A
5. A	10. A

POST-TEST 2
"Doing Things/ Activities at School"

1. A	6. C
2. D	7. B
3. A	8. D
4. B	9. B
5. A	10. A

ATTENDANCE LIST OF PRE TEST

DATE : 17 SEPTEMBER 2018

SCHOOL : MIN 1 METRO

CLASS : II C

NO	NAMA	SIGNATURE	
1.	AHMAD TAMAM	1. AHhmad	
2.	AIDIL UMAR AL GHIFARI		2. Aidil
3.	AKHILA LUTHFI IRAWAN	3. Akila	
4.	ANDIKA SYAHPUTRA ACHYAR		4. Andika
5.	BARIQ NASHRULLAH AL BAHI	5. baria	
6.	CHALISA RAHMA NIAR		6. calisa
7.	CHIKA AYU PUSVITA	7. CHika	
8.	CLEARESTA MAHARANI	.Rani	8.
9.	DINANTI RAHMADANI	9. DinanEi	
10.	EL JOVANKA DIAN KESUMA		10. jovan
11.	FADHIL FATHUR ROHIM	11. faDHiL	
12.	FAIZAH LAILA HUSNA		12. FaizaH
13.	HAURA SAHDA SALSABILA	13. Haura	
14.	ILZAM ZADA ALFARIZZI		14. ILZAM
15.	INDIRA MARATU SHOLEHA	15. Indira	

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16.	JAUJAN AIRLANGGA		16. jauuan
17.	KESYA NURLATHIFA	17. keeya	
18.	LISYHA TALITHA PRAMANA		18. Lisyha
19.	M.YAQDHAN AYASSI	19. Yaqdhan	
20.	MARIO RAFAEL PRANANTA		20. Mario
21.	MUHAMMAD FEBRIAN	21. Brian	
22.	MUHAMMAD NUFAIL SIDDIK		22. siddik
23.	NAYLA RAHMA DHANI	23. Nayla	
24.	REYNANDA SETIAWAN		24. renanda
25.	RIDHA SUKMA	25. Sbut	
26.	RIFKI FEBRIAN AR RASYID		26. Rifki
27.	SABILLA SAHRINA PUTRI	27. Sabila	

Metro, 17 September 2018

Collaborator

ERSON ROSADI, S.Pd.

ATTENDANCE LIST OF POST TEST II

DATE : 28 SEPTEMBER 2018

SCHOOL : MIN 1 METRO

CLASS : II C

NO	NAMA	SIGNATURE	
1.	AHMAD TAMAM	1. aHmap	
2.	AIDIL UMAR AL GHIFARI		2. AiDil
3.	AKHILA LUTHFI IRAWAN	3. Akila	
4.	ANDIKA SYAHPUTRA ACHYAR		4. Andika
5.	BARIQ NASHRULLAH AL BAHI	5. bariq	
6.	CHALISA RAHMA NIAR		6. kalisa
7.	CHIKA AYU PUSVITA	7. CHika	
8.	CLEARESTA MAHARANI	Rani	8.
9.	DINANTI RAHMADANI	9. Dinanti	
10.	EL JOVANKA DIAN KESUMA		10.- Jovan
11.	FADHIL FATHUR ROHIM	11. FaDHil	
12.	FAIZAH LAILA HUSNA		12. faizah
13.	HAURA SAHDA SALSABILA	13. Haura	
14.	ILZAM ZADA ALFARIZZI		14.. iLzam
15.	INDIRA MARATU SHOLEHA	15. indira	

16.	JAUJAN AIRLANGGA		16. jaujan
17.	KESYA NURLATHIFA	17. Kesya	
18.	LISYHA TALITHA PRAMANA		18. Lisytu
19.	M.YAQDHAN AYASSI	19. Ya pd Han	
20.	MARIO RAFAEL PRANANTA		20. Mario
21.	MUHAMMAD FEBRIAN	21. Rian	
22.	MUHAMMAD NUFAIL SIDDIK	siddik	22.
23.	NAYLA RAHMA DHANI	23. Nayla	
24.	REYNANDA SETIAWAN		24. rem anda
25.	RIDHA SUKMA	25. Saf	8o
26.	RIFKI FEBRIAN AR RASYID		26. RiFKi
27.	SABILLA SAHRINA PUTRI	27. Sabila	

Metro, 28 September 2018

Collaborator

ERSON ROSADI, S.Pd.

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OBSERVATION SHEET OF STUDENTS' ACTIVITIES

IN CYCLE I

Date   : 18 SEPTEMBER 2018

School   : MIN 1 METRO

Class   : II C

NO	Student's Name	The Student's Activity			
		A	**B**	**c**	**d**
1	AT	✓	✓	✓	
2	AUAG	✓	✓	✓	✓
3	ALI	✓	✓	✓	
4	ASA	✓		✓	
5	BNAB	✓	✓	✓	✓
6	CRN	✓		✓	
7	CAP	✓		✓	
8	CM	✓		✓	
9	DR	✓	✓	✓	
10	EJDK	✓	✓	✓	✓
11	FFR	✓	✓	✓	✓
12	FLH	✓	✓	✓	✓
13	HSS	✓	✓	✓	
14	IZA	✓	✓	✓	✓
15	IMS	✓	✓	✓	✓
16	JA	✓	✓	✓	
17	KN	✓	✓		
18	LTP		✓	✓	
19	MYA	✓		✓	
20	MRP	✓	✓	✓	✓
21	MF	✓	✓	✓	
22	MNS	✓	✓		

23	NRD	✓	✓	✓	✓
24	RS	✓	✓		✓
25	RS	✓	✓	✓	
26	RFAR	✓	✓	✓	✓
27	SSP	✓	✓	✓	
	Total				

Note :

Indicator of the students' activities that observed are:
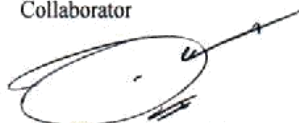
a: Give an attention to the teachers explanation

b: Enthusiastically join the learning process

c: Able to understand of material by using realia media

d: Responding the teacher explaining

Direction :

- Tick (√) for each positive activity

- Let it empty for unactive students.

Mengetahui;

Collaborator

Metro, 18 September 2018

Researcher,

ERSON ROSADI, S.Pd.

NITA INDAH SARI

OBSERVATION SHEET OF STUDENTS' ACTIVITIES IN

CYCLE II

Date   : 24 SEPTEMBER 2018

School   : MIN 1 METRO

Class   : II C

NO	Student's Name	The Student's Activity			
		a	B	C	d
1	AT	✓	✓	✓	✓
2	AUAG	✓	✓	✓	✓
3	ALI	✓	✓	✓	✓
4	ASA	✓	✓	✓	✓
5	BNAB	✓	✓	✓	✓
6	CRN	✓	✓	✓	✓
7	CAP	✓	✓	✓	
8	CM	✓	✓	✓	
9	DR	✓	✓	✓	✓
10	EJDK	✓	✓	✓	✓
11	FFR	✓	✓	✓	
12	FLH	✓	✓	✓	✓
13	HSS	✓	✓	✓	
14	IZA	✓	✓		
15	IMS	✓	✓	✓	✓
16	JA		✓	✓	
17	KN		✓	✓	
18	LTP	✓	✓	✓	✓
19	MYA	✓	✓	✓	✓
20	MRP		✓	✓	
21	MF	'	✓	✓	✓

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22	MNS	✓	✓	✓	✓
23	NRD	✓	✓		·
24	RS	✓	✓	✓	✓
25	RS	·	✓	✓	✓
26	RFAR		✓	✓	
27	SSP	✓	✓	✓	✓
	Total				

Note :

Indicator of the students' activities that observed are:

a: Give an attention to the teachers explanation

b: Enthusiastically join the learning process

c: Able to understand of material by using realia media

d: Responding the teacher explaining

Direction :

- Tick (√) for each positive activity

- Let it empty for unactive students.

Mengetahui;

Collaborator

Metro, 24 September 2018

Researcher,

ERSON ROSADI, S.Pd.

NITA INDAH SARI

OBSERVATION SHEET OF RESEARCHER ACTIVITIES

CYCLE 1

Date   : 18 September 2018

School   : MIN 1 Metro

Researcher Activities	Good	Enough	Low
1. Pre-teaching			
a. Preparing the lesson	✓		
b. Preparing the material	✓		
c. Class opening ability		✓	
2. While-teaching			
a. Informing the objective of learning	✓		
b. Explaining the material used Realia Media	✓		
c. Guiding the students to follow the lesson		✓	
3. Post-teaching			
a. Concluding the result of learning	✓		
b. Class closing ability	✓		
Tick (√) for each positive effect			

Mengetahui,

Collaborator

ERSON ROSADI, S.Pd.

Metro, 18 September 2018

Researcher,

NITA INDAH SARI

OBSERVATION SHEET OF RESEARCHER ACTIVITIES

IN CYCLE 1I
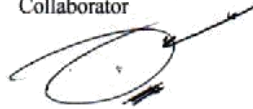
Date : 24 September 2018

School : MIN 1 Metro

Researcher Activities	Good	Enough	Low
4. Pre-teaching			
d. Preparing the lesson	✓		
e. Preparing the material	✓		
f. Class opening ability		✓	
5. While-teaching			
d. Informing the objective of learning	✓		
e. Explaining the material used Realia Media	✓		
f. Guiding the students to follow the lesson		✓	
6. Post-teaching			
c. Concluding the result of learning	✓		
d. Class closing ability	✓		
Tick (√) for each positive effect			

Mengetahui;

Collaborator

Metro, 24 September 2018

Researcher,

ERSON ROSADI, S.Pd.

NITA INDAH SARI

PRE-TEST
DOCUMENTATION

TREATMENT IN CYCLE I

POST TEST I

TREATMENT IN CYCLE II

POST TEST 2

Nomor : 2530 /In.28.1/J/PP.00.9/8/2018   01 Agustus 2018
Lamp   : -
Hal   : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Dr. Mahrus As'ad, M.Ag (Pembimbing I)
2. Ahmad Subhan Roza, M.Pd (Pembimbing II)
Dosen Pembimbing Skripsi
Di –
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama	:	Nita Indah Sari
NPM	:	14121857
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	The Use Of Realia Media To Increase The Vocabulary Mastery Among Second Year Students Of MIN 1 Metro

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
    a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
    b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
    a. Pendahuluan $\pm$ 1/6 bagian
    b. Isi $\pm$ 2/3 bagian
    c. Penutup $\pm$ 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 19750610 2008011014

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Nomor   : B-2025/In.28.1/J/TL.00/10/2017   17 Oktober 2017
Lamp   : -
Hal   : **IZIN *PRA-SURVEY***

Kepada Yth.,
Kepala MIN 1 METRO
Di –
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama   : Nita Indah Sari
NPM   : 14121857
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : Tadris Bahasa Inggris (TBI)
Judul   : The Use Of Realia Media To Increase Student's The Vocabulary Mastery Among The Second Year Student At The MIN 1 METRO

Untuk melakukan *pra-survey* di MIN 1 METRO.

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 197506 10 200801 1 014

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA METRO
MADRASAH IBTIDAIYAH NEGERI 1 METRO
Jl. Mr. Gele Harun No. 26, Kota Metro 34111
Telp. (0725) 41358
Email : min1metro48@yahoo.com

Nomor   : B-353/MI.08.010/PP.004/10/2017
Lampiran : -
Perihal   : **Surat Keterangan Telah Melakukan Pra Survey**

Kepada Yth
Rektor IAIN Metro
Di
  Metro

Yang bertanda tangan di bawah ini adalah :
Nama   : Khoiri, S.Ag
NIP   : 196902041991031003
Jabatan   : Kepala MIN 1 Metro

Menerangkan bahwa Mahasiswa :
Nama   : **NITA INDAH SARI**
NPM   : 14121857
Jurusan   : Tarbiyah
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi   : THE USE OF REALIA MEDIA TO INCREASE THE VOCABULARY MASTERY AMONG THE SECOND YEAR STUDENTS OF THE MIN 1 METRO

Bahwa benar-benar telah melakukan Pra Survey di MIN 1 Metro Tahun Pelajaran 2017/2018

Demikian surat keterangan ini diberikan agar dapat dipergunakan sebagaimana mestinya.

Metro, 18 November 2017
Kepala,

KHOIRI, S.Ag

SURAT TUGAS

Nomor: B-2640/In.28/D.1/TL.01/08/2018

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama   : **NITA INDAH SARI**
NPM   : 14121857
Semester   : 9 (Sembilan)
Jurusan   : Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di MIN 1 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF REALIA MEDIA TO INCREASE THE VOCABULARY MASTERY AMONG THE SECOND YEAR STUDENTS OF THE MIN 1 METRO".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal   : 13 Agustus 2018

Mengetahui,
Pejabat Setempat

KHOIRI, S.Ag
NIP. 19690204 199103 1003

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-2646/In.28/D.1/TL.00/08/2018
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MIN 1 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2640/In.28/D.1/TL.01/08/2018, tanggal 13 Agustus 2018 atas nama saudara:

Nama	: **NITA INDAH SARI**
NPM	: 14121857
Semester	: 9 (Sembilan)
Jurusan	: Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MIN 1 METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF REALIA MEDIA TO INCREASE THE VOCABULARY MASTERY AMONG THE SECOND YEAR STUDENTS OF THE MIN 1 METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 13 Agustus 2018
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA METRO
MADRASAH IBTIDAIYAH NEGERI 1 METRO
Jl. Mr. Gele Harun No. 26, Kota Metro 34111
Telp. (0725) 41358
Email : min1metro48@yahoo.com

Nomor   : B-223/Mi.08.010.01/PP.004/09/2018
Lampiran : -
Perihal   : Surat Keterangan Telah Melakukan Riset

Kepada Yth.
Rektor IAIN Metro
Di
   Metro

Yang bertanda tangan di bawah ini adalah :
Nama   : Khoiri, S.Ag
NIP   : 196902041991031003
Jabatan   : Kepala MIN 1 Metro

Menerangkan bahwa Mahasiswa :
Nama   : **NITA INDAH SARI**
NPM   : 14121857
Jurusan   : Tarbiyah
Program Studi   Pendidikan Bahasa Inggris
Judul Disertasi : THE USE OF REALIA MEDIA TO INCREASE
THE VOCABULARY MASTERY AMONG THE
SECOND YEAR STUDENTS OF THE MIN 1
METRO

Bahwa benar-benar telah melakukan riset/penelitian di MIN 1 Metro
Tahun Pelajaran 2018/2019.
Demikian surat keterangan ini diberikan agar dapat dipergunakan
sebagaimana mestinya.

Metro, 10 Oktober 2018
Kepala,

KHOIRI, S.Ag
NIP. 196902041991031003

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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Nita Indah Sari   Jurusan   : TBI

NPM : 14121857   Semester   : IX

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahsiswa
1.	Friday, 4 October 2018		✓	- Revise Cover - Revise Title Page - Add the page Number on Abstrack, Statement of Research Orginality, Motto, dedication, Acknowledgement, Table of Contents, List of tables and figures.	
2	Thursday, 11 October 2018		✓	- Revise chapter I - Revise Chapter II - Revise Chapter III - Revise Chapter IV - Revise Chapter V	
3	Thursday, 18 October 2018		✓	Mn Munzorul Se iPelurus	

Diketahui,

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP.19750610 200801 1 014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd.
NIP.19750610 200801 1 014

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Nita Indah Sari   Jurusan   : TBI

NPM : 14121857   Semester : IX

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahsiswa
1.	Thursday, 18 October 2018	✓		- Revise Table of Content - Revise Acknowledgment - Revise The Aspect of vocabulary and The definition of vocabulary Mastery in Chapter II - Add the Limitation of teaching vocabulary	
2.	Monday, 22 october 2018	✓		- Revise Table of Content - Revise Acknowleament - Delete point A. Variable and definition operational Variable in Chapter III	
3.	Wednesday, 24 oct 2018	✓		- Revise Table of Content - Revise Abstract - Revise Dedication page - Revise Chapter I - Revise Chapter II	

Diketahui,

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP.19750610 200801 1 014

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP.19611221 199603 1 001

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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Nita Indah Sari

NPM : 14121857

Jurusan : TBI

Semester : IX

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahsiswa
4	Wednesday, 31 Oct 2018.	V		- Table of Contents - Add the principles of Using Relia Media in Teaching English	Hings
5	Thursday, 7 Nov 2018	V		- Revise Abstract - Add Homonim and Kind of Affixation in Chapter II - Delete the principles of teach Vocabulary at the Elementary School	Hings
6.	Monday, 5 Nov 2018	V		- Revise The principles of Using Realia media - Revise Action Hypothesis - Revise The use Realia Media to Increase the Vocabulary Mastery	Hings

Diketahui,

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

CURRICULUM VITAE

Nita Indah Sari was born in Metro on May25[th], 1996,and spent her childhood in Metro, Subsdistric of East Metro regency Metro City - Lampung. She is the second daughter ofhappy couple Sarbini and Sriyati. She lives inMetro to finish her study.

She took her elementary school at SDN 7 Metro Timur and then she

took her junior high school at SMP Yos Sudarso Metro. Having graduate

from junior high school she continued her study on Vocational high school

level at SMK N 1 Metro and was finished in 2014. After graduating

from   vocational high   school she continued to have lecture in S-1 English

Education at IAIN Metro.