

Chapter I

Introduction

Basic consideration

English is a subject that must be learnt by students from junior high school until college level in Indonesia and it is managed in Indonesian curriculum. Learning English is very important for Indonesian students because in globalization era, English as international language has important role to support the future of Indonesian students. In Indonesia, English language is included in the national examination for junior high school and senior high school. The implementation of teaching and learning English in Indonesia has many challenges that faced by teachers and students. The challenge of teaching English is teachers required to be more creative and be able to develop methods, technique, strategies, and media to support the process of English learning.

The process of teaching English is not easy, many things that must be considered such as the facilities and infrastructure, the extent of English teacher and student's preparation which also influences the run of learning process. English language itself has four basic abilities that are: listening, reading, writing, and speaking. To master those skills we need understand a lot of vocabulary, McCharty and O'Dell (1999: 4) states "You already know Hundreds of English words, but to speak and write in normal situations you need at least 1 to 2.000 words ". The theory proves that the vocabulary has a very important function and has a central role in learning a language. In the process of learning language, we have to see the development

of student's skills in mastering vocabulary more words can be mastered by students that will be easier to understand.

Vocabulary is a key of success for students in learning English, meanwhile teaching vocabulary is not easy because vocabulary has many kinds like: noun, pronouns, verb, adverb and adjective. The wide of vocabulary type had a large impact on the student, many students feel confused which one type should be learned first it makes them difficult to learn English. Furthermore, they are difficult to determine which words they should be used and it caused students lose their interest in studying. This case had similarity with what researcher found while teaching at SMP N 7 Wonosari. After conducting brief interviews with the students, researcher found the problem that faced by students that was they did not understand about the words in the textbook. Too much word that students do not know made them loss their motivation in learning process.

With the problem of vocabulary that faced by students, this provides big impact in the learning process not only for students but also for the teachers. The effect that felt by the teachers is in the process of learning, it is impossible for them to focus on learning vocabulary in the grade with higher level because it is incompatible with the existing syllabus. The teachers should strive as much as possible to improve the ability of students' vocabulary, while they explain the materials that based in syllabus. This method is not too effective to apply in the class because it will take a long time and students will forget the word that was explained by the

teacher because they will be more focused on material rather than focused to the learning vocabulary.

From the problem above, the researcher wanted to look how a real object media can influence the students' ability in vocabulary mastery. By applying real object as media hopefully it can give solution to help the students in learning foreign language especially in enriching their vocabulary. Stefan (2005:1) as cited in Baehaqi (2014) states that real objects is consist of actual objects or item or facsimiles there of which are used in the classroom to illustrate or too see, hear, and some cases touch the object. Real object media is very compatible when it applied for teaching vocabulary. By using Media based on Real object, the students will be motivated to enrich their vocabulary, by Suriyanto (2007:47) as cited in Baehaqi (2007) states that in generally children learn the words faster if it is supported by media, such as picture or real object.

The use of real objects for improving the student's vocabulary is the most appropriate way in solving the problems experienced by the students in SMPN 7 Wonosari. Using real object as a media gives a real experience to the learning process, as stimulates the student ability in all aspect like cognitive, affective, and psychomotor. Learning based on real object made students train their senses in searching information because they can touch, see and feel the real object media, by using every sense that will help the students to remember the vocabulary based on things that have been learned.

Teaching with real objects is always correlated with the student environments. Teacher brings object which are around the students. It is started from the closest area like classroom and school environment and it is possible to develop the learning by using real objects they often find in students surrounding .Based on Wonosari's student environments that are agriculture area thus their majority parents work as a farmer which is possible to find thing or object that could be used as media. This would be effective for students in SMPN 7 Wonosari. Harmer (2002: 38) states that "In teaching properly the activity design engages their sense". With this learning way, hopefully the students would practice by based on environment to develop their ability especially in English learning. Based on the fact about real object in teaching and learning of English language, the writer would like to study: "The use of real object media in improving students' vocabulary".

Research question

Can real object media enrich students' vocabulary?

Research objective

To find out whether the application of real object as media can enrich students' vocabulary or not.

Delimitation of research

In this research, the researcher limited on the influence of real object media in enriching student's vocabulary. The materials focused on things around of students.

The sample was limited at first grade of junior high school with the average age of 12 until 13 years old.

Significances of research

This research have some significances, they are: for school, this research could help the school to increase their quality in teaching so it can compete with other school that has more complete facility. For the teacher this research could give them some solutions to solve their problems in teaching their students who have difficulty in memorizing vocabulary.