**CHAPTER II**

**REVIEW OF LITERATURE**

**2.1 Theoritical Framework**

**2.1.1 Vocabulary**

**2.1.1.1 The Definition of Vocabulary**

Hornby (1987:419) stated that “vocabulary is the total number of words in a language; vocabulary is a list of words with their meaning”. In line with Ur (1996:80) statedthat “Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary “items” rather than “words”.

Vocabulary is a word that consists of several letters and has meaning, without vocabulary it is impossible as a student to be able to learn a language well, because vocabulary is the basic material in language learning.In learning English, the thing that we should not ignore is vocabulary. Before we master the other sciences such as tenses or before you have mastered the skills in English such as listening, speaking, reading, and writing, then we should have to master a lot of vocabulary so that we can learn other material. We would not be able to communicate without knowing the vocabulary, because the more the mastery of vocabulary or vocabulary we memorized it will be the better our communication.

**2.1.1.2 The Kinds of Vocabulary**

Harmer (1991:159) stated that “there are two kinds of vocabulary, active vocabulary and passive vocabulary” :

a. Active vocabulary is used in oral and written expression by the students. The words that the students understand well enough they use the words effectively in speaking and writing.

b. Passive vocabulary is deals with words the students will recognize understand in a context that helps them recall the word meaning. The students usually apply passive vocabulary in listening and reading materials. In line with Scott Thornburystated vocabulary also divided into active and passive vocabulary, they are :

a. Active vocabulary refers to put items which learn can use appropriately in speaking, writing, and it is also called as productive vocabulary, although in fact it is more difficult to put into practice.

b. Passive vocabulary refers to language is that can recognize and understand in this context of reading or listening also called receptive vocabulary.

Based on the statement above, It means that active vocabulary is vocabulary that is commonly used by students in speaking and writing materials, while passive vocabulary is vocabulary that students usually use in reading and listening materials.

At the beginning of the elementary level, it seems that a teacher must provide a collection of vocabulary that can be learned by students and continuously practiced in teaching and learning activities, so that students are accustomed to using English vocabulary in daily activities at school. At this basic level, the vocabulary that students should use is active vocabulary, such as mentioning simple vocabulary (speaking) or writing down vocabulary that has been learned (writing). Vocabulary material learned by elementary level students can be grouped as follows:

1. Alphabet Vocabulary
2. Number Vocabulary
3. Colour Vocabulary
4. Animal Vocabulary
5. Vocabulary of Body Parts
6. Vocabulary of Family Members
7. Fruits Vocabulary
8. Vegetables Vocabulary

All of the above vocabulary groupings can be developed by the teacher

using appropriate approaches, methods and techniques, according to the

conditions of the students in the school where they teach.

**2.1.1.3 The Use of Vocabulary**

Vocabulary is the most important skill in learning English because it can make it easier for students to learn English. Someone or students who master a lot of vocabulary at least will find it a little more difficult than those who have less vocabulary. When they read a text or reading book, it is easier for them to get information from the text or book because they will definitely understand the words in the text. In other cases, vocabulary can also be useful for the process of achieving language teaching goals. Namely in mastering language skills such as (Listening, Speaking, Reading, and Writing).

Lado (1979: 121-126) in Mardika (2008: 9-10) stated that "there are several steps that can be applied in vocabulary learning, namely: (1) Listening to words, (2) Saying words, (3) Understanding words, (4) Making illustrations in the form of sentences, (5) Doing exercises to express meaning, (6) Saying the word out loud, (7) Writing the words.

Based on the explanation above we know that the using of vocabulary so important so that the student more comprehending English lesson.

**2.1.2 Media**

**2.1.2.1 The Definition of Media**

Munadi (2012: 7) stated that “the world media comes from latinmedius which has meaning middles, intermediary or introduction. In Arabic, is called wasail the ‘form of wasilah’ means “middle” means to be between two sides, namely between the introduction or the giver of information and recipient of information”. In line with Sadirman (1996: 34) stated that “media is all forms denoting a system from transmitting (materials and equipment) available liver messages or information”. In line with Hamalik (1984:12), stated that “educational media is a tool, methods and techniques used to make communication and interaction between teachers and students more effective in the process of education and teaching in schools”.

Media is an umbrella term for the different kinds of mediums that enrich us with knowledge, and vital information. It is the circuit that runs through society, in the form of visual, print and audio mediums, namely-television, newspaper (magazine, tabloids, newsletters), radio and the internet. These mediums play different roles when it comes to communicating to the audience at large, as well as altering their perception.

Based on the statement above Media in teaching and learning is a tool for teaching and learning process which can be used to stimulate the thoughts, feelings, attention and abilities or skills of students, by using media in teaching and learning activities, students will be more interested in learning.

**2.1.2.2 The Kinds of Media**

Types of media according to Bretz (in Widyastuti and Nurhidayati, 2010: 17-18) classify media into seven groups, namely:

1. Audio media, such as: radio language news broadcasts, language plays on radio, tape recorders along with language audio tapes
2. Print media, such as: books, modules, independent teaching materials
3. Silent visual media, such as: photos, slides, pictures
4. Motion visual media, such as: silent film, movie maker without sound, video without sound
5. Semi-motion audio media, such as: voiced distant writing
6. Silent audio-visual media, such as: soundtrack films, soundtrack slides
7. Motion audio-visual media, such as: documentary films about the arts or traditional performing arts

In line with Erfina, Ulfa (2010: 22-23) stated that “kinds of media for young learners they are :

1. Card
2. Puppets
3. Song
4. Picture
5. Real things
6. Realia
7. Book, etc

Based on the explanation above regarding the types of learning media, the researcher concludes that a teacher must have the skills to choose or take materials and media according to the needs of students. So that students do not feel monotonous learning with conventional learning methods.

**2.1.2.3 The Use of Media**

The use of media in the teaching and learning process has several advantages. Media can increase students' interest in learning and media is important to attract students' attention, and media can also increase students' responsibility in controlling their learning.

Researcher can conclude that the use of media is very helpful, but it depends on how a teacher implements it. Because the media can help teachers to attract students' attention and make the learning process more effective. Therefore, the use of media is very helpful for teachers and students in the teaching and learning process.

**2.1.2.4 Criteria of Selecting Media**

Utami (2019: 9) Every media has advantages and disadvantages. As for something to consider selection of media, such as:

1. The media must be tailored to the learning objectives to be achieved
2. The accuracy using the real object in teaching
3. Conditions of students
4. Availability of the using media
5. Technical quality and cost

**2.1.3 Realia**

**2.1.3.1 The Definition of Realia**

Jeremy Harmer stated that “**realia** (/riˈeɪˌliˌə/ pron. ree-ay-lee-ah) are objects from real life used in [classroom instruction](https://en.wikipedia.org/wiki/Classroom_management) by educators to improve students' understanding of other cultures and real-life situations. A teacher of a [foreign language](https://en.wikipedia.org/wiki/Language_acquisition) often employs realia to strengthen students' associations between words for common objects and the objects themselves. In many cases, these objects are part of an instructional kit that includes a manual and is thus considered as being part of a documentary whole by librarians”. In line with Hubbard (1983: 115) stated that “realia is real life object which enable the students to make connections to their own lives. It meant that realia is really important in order to make the students can know directly about what they are learning. It also helps them to always remember about the materials given because they can see and touch them directly”.

Based on the statements above Realia is one of the real learning media that can be touched directly by students, this media can also be used in teaching and learning activities or playing. Using realia media is one way to further improve students' understanding of the material taught by the teacher.

**2.1.3.2 The Kinds of Realia**

Ningtyas (2009) stated there are several kinds of Realia that can be used by the teacher. They are :

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 body (hand, hair, eyes, nose, ears, mouth, foot, 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, motorcycle, etc), occupations (Doctor, soldier, steward, policeman, fisherman, etc). As a substitute of the real object, the teacher can use dolls or toys.

Based on the statement above, the researcher concludes that realia media is a very appropriate learning media to be used in teaching and learning activities in schools.

**2.1.3.3 The Use of Realia**

Hamzah, (1985: 43) stated that the steps for using realia media are as follows:

1. Use the object model or realia in accordance with the competence of the objectives achieved in the learning process.
2. Use only objects that are appropriate, do not use too many different objects because it causes confusion for students.
3. If you use several objects, the objects should be related to each other.
4. Pay attention to the shape and size of the object used so that it can be seen by the class as a whole. It is also good to use different sizes of the same object so that students are more aware of the reality.
5. Don't give so many explanations, because usually students' attention is focused on the existing object not on the explanation, so that your explanation becomes less effective.
6. Encourage students to ask questions, discuss or provide critical responses, because with these activities students will learn more actively.

**2.1.3.4 The Advantages of Realia**

Nugroho (2010: 20), stated that there are some advantages of using realia as follow:

1. Which is presented to be meaningful a clear for the students.
2. Teaching and learning method are various.
3. The students become more creative to do various activities.
4. To create an interesting atmosphere.

In line, with Jones, (1994) the advantages or special purposes based on excerpts from the expert educator are :

1. Experience with real things which one will interact in life is the best learning situation possible.

2. Real objects are plentiful and available everywhere.

3. Real items can be observed and handled, providing concrete learning experiences for the student.

4. Dealing with realia motivates the learners.

5. Realia can be used as part of the evaluation systems.

6. Realia learning can be extended through the use of displays.

Based on the statement above, the use of realia is very useful, especially for the development of students stimuli, the many advantages that exist in the use of realia, make this media one of the most effective media used for teaching and learning activities, especially in learning English vocabulary.

## **2.2 Conceptual Framework**

Learners have to understand a text with nearly 80 percent of the words by mastering about 2000 vocabulary, and increase to 88.7 percent if learner have 5000 knowledge about vocabulary, out of that number are automatically inferred able to support increase student achievement in improving English language skills.Vocabulary is proficiency affects to four language skill, and other activities in English. In speaking, words use to convey, carry idea to communication with fluently. In listening, vocabulary affect how many people understand with communication and can connect communication well. In reading, vocabulary can help them to more comprehend about text and understanding about text better. In writing, vocabulary can help them to write text and transfer idea in writing. In translation people can understand about word then mastering four skill namely: speaking, listening, reading and writing.Students still find difficulties to speaking, listening, reading and writing because theirvocabulary are limited.

So, researcher assume to increase students’ mastery in vocabulary by using realia media.Researcher found problem vocabulary at IV Grade of MIS HikmatulSalridho that Student lazy to learn English because English lesson is not pleasant and make bored. Then, between written and literature different, difficult to learn by heart and way to read English reversed. Researcher chooserealia media to solve vocabulary problem.

## **2.3 Relevant Of Research**

The research of “The effect of realia media in teaching vocabulary at seventh grade students of SMP IslamNurulIhsanPalangkaraya” by Noor Rahmawati in 2015 found that realia media has given significant effect to the English skill of the students, especially in vocabulary skill. The students can use realia media to increase their English vocabulary. The students can use the things around them by labeling the things with the words dealing with the thing for example the name of the thing. Therefore the students can be easier to remember the words dealing with the thing in English. In this study, the writer used pre-experimental design. Where the researcher used one class, the researcher used Pre-experimental by One-Group Pre test–Post test design.

Next is the research with the title “Improving students’ vocabulary mastery by using realia media” by VinaSukrina , this research was conducted to find the improvement students' vocabulary mastery by using realia for elementary students' Grade IV. The objective of this research was to find out whether realia can significantly improve students' vocabulary or not. The researcher applying classroom research. The researcher found a problem that at the school where he studied many students who could not speak English because there were situations that made them lazy to learn English, namely because the teacher used conventional methods in teaching or did not use effective methods. So with this research, teachers at the school can make references as teaching materials.

Next is the research with the title “The use of pictures and realia to improve students’ vocabulary mastery” by RifqiAmal in 2018 . The research is about the use of pictures and realia to improve students, this research was conducted at third grade students of SDN Karanggondang 01 in the academic year of 2017/2018. The objectives of this research are (1) To find the influence of using pictures and realia to improve students vocabulary mastery of the third grade students of SDN Karanggondang 01 in the academic year of 2017/2018. (2) To find the significance improvement before and after teaching vocabulary using pictures and realia. Based on the researcher experiences in teaching English for elementary school, “there are some problems in delivering English materials to the younger students. This is because the children still tend to play with friend, it makes them lost control when getting English materials”. so the researchers used realia media as an alternative teaching technique to improve students' English skills, the researcher stated that " the improvement of the students vocabulary mastery increases after the students were taught by using pictures and realia". This is evident from the results that the mean of first pre-test is 8.92, the mean of first post-test is 71.42, the mean of second pre-test is 63.92 and the mean of second post-test is 80.35.

The other research that still talk about realia media, with the title “The influence of using realia on the students’ vocabulary mastery at junior high school” by SulviMaulidhaFadillah at The Department of English Education Faculty of Tarbiyah and Teachers’ Training SyarifHidayatullah State Islamic University Jakarta 2015, this research was conducted at the seventh grade class of MTs Al-HusnaLebakBulus. Based on the pre-observation the researcher found some problem, they are difficulty to learning, to remember the meaning, and to writingvocabularies. Because, in teaching and learning many student did not pay attention to the teacher. They are talking to other students, daydreaming or playing in the class and the students also did not respond well to the teacher explanation. The researcher also found problem from the teacher such as the model of teaching was teacher centered and lecturing. The teaching model is always the same in every meeting.And finally, based on the result of the data, the conclusion that there was significance influence on students’ vocabulary development after learning vocabulary using realia media. This could be seen from the mean score of post-test in experimental class (89.90) was higher than pre-test (71.44) with gained score was 18.66.

The last research about “The Use of Realia Media To Increase The Vocabulary Mastery Among The Second Year Students At MIN 1 Metro” by Nita Indah Sari at Tarbiyah and Teacher Training Faculty English Education Department. This research was conducted in class 2 MIN 1 Metro in 2018. In this study, the author teaches English using realia media. This research was conducted in 2 cycles, namely cycle 1 and cycle 2. Cycle 1 consisted of 3 meetings, the first meeting was used for pre-test, the second and third meetings were used for teaching and post-test 1. In cycle 2 consisted of 2 meetings, the first meeting for teaching and the second meeting for posttest 2. The problem in this school is that there are many students who do not master vocabulary, because the teacher's teaching method is not interesting so students get bored easily, the teacher does not use media when teaching English. So the researcher decided to use realia media as an effective medium for teaching and learning activities. This media is proven to be effective and powerful to be used as a learning medium in vocabulary material, it can be proven from the analysis of the researchers. Based on the analysis of the data results from pre-test to post-test, the average value of the pre-test is 44, the post-test mean of cycle 1 is 64, and the average value of post-test 2 is 79. So, progress from 44 to 64 to 79. It can be seen from the data that 21.5 points increased from pre-test to post-test scores in cycle 1. Then, in cycle 2 it increased with an average value from 64 to 79 that is 16 points. This means that students have reached the target, which is 70% of students get a score of 65. Based on these data, teaching vocabulary using realia media can improve students' vocabulary mastery.

Based on the relevant studies above, the researcher moves to use media realia to increase students' vocabulary. Because in previous studies it was found that realia media is quite effective in improving speaking, listening and increasing vocabulary, the researchers hope to find the effectiveness of realia media in learning vocabulary.