**CHAPTER I**

**INTRODUCTION**

* 1. **Background of The Problem**

English is the language of the world or international language which has been used as a second language in various countries and there are also several countries that make English as the main language. That’s why many people study English, not only in education, but also in daily life. So that we or they can use English as a tool of communication.

In this country, English is very important in live of many people, especially in the world of communication, work and education. In line in the world of communication, we know that when we are required to go abroad to any country, English is one of the world language that we must use to interact with local people in that country.

In the world of work, it is also very important, when working using a laptop or computer, many programming languages in the computer or laptop use English, then when going to collaborate with other companies, and the language which will be used for interaction or negotiation is the international language, namely English.

Now days in education, it is widely known in the current era of globalization, many school’s use of require two or even three language in these school’s, and one of the languages used is English. However in Indonesia English is used as a foreign language, many Indonesian people has no ability to speak in English, if they are not in an educational institution or in the world of work.

There are several schools has been implemented bilingual system, it has bilingual system in their school. And usually school like the middle to upper class. However, it is rare for the students in that school who can feel that they can communicate using foreign language so fluentlythat they do not even know much of English vocabulary.

Vocabulary is the first thing that should be taught to the students because without enough vocabulary they will learn nothing. The students need to have the wide range of vocabulary. So, in the world of education the first thing that must be taught is about vocabulary because without sufficient vocabulary they will not learn anything. Students need to have a diverse vocabulary to learn English language skill.

Based on the explanation above, in line with Aarts, et all (2014: 436), “vocabulary is used in its everyday sense as a set of words. In English language teaching, vocabulary is very important to learn. When the students have many list of vocabulary, they will be easy in learning English. They can also understand the material well. As a result, they can use the vocabulary to have a short conversation with their friend.” Realia is one of effective teaching media which use real object to show the student’s the concrete item. Based on the explanation, in line Willis (2008) states that “when you are teaching student’s about a concrete item, an effective teaching strategy is to show them an actual item (triangle, insect, telescope); if this is not possible, realia (a toy version of a real object) can be used (toy car, model of dinosaur); to increase the sensory experience, student’s enjoy exploring objects with all of their relevant sense”. In line with Gower (1995:149) states that “There are several ways that can be used in teaching English namely realia, mime and gesture, give example, give explanation or definition, translation, and concept question”.

Based on these statement above, beside helping students to study about vocabulary, realia also helps to increase the sensory experience of the student and the student feel happy to study English.The realia media used are real object such as vocabulary of fruits, will be used real fruits and vocabulary of vegetable will be used real vegetables. Teaching vocabulary by using realia help students acquire new vocabulary in practical way, the students might find it easy to understand the meaning of the words and make the learning experience more memorable for the student’s.

Based on curriculum, the students are required to increase their vocabulary 1000-1500 words every years so that in three years students have increased their vocabulary around 4000 words.But the real fact, based on the researcher Simatupang, Nursaada (2017) in The Effect Of Using Realia Media On Students' Vocabulary Mastery At IV Grade Of SDIT BunayyaPadangsidimpuan, states that English foreign learners have problems in vocabulary. Student problem can not memorize, bored to memorize one by one vocabulary because teacher in this school just ask students to memorize vocabulary and testing them by question-answer and practice mention vocabulary with meaning one by one in front of class. It is make them lazy to learn and worry about problem. Then, in line with statement above Eli Sadoraas a (English teacher at SDIT BunayyaPadangSidimpuan) said: “there are many students still unable to use English vocabulary. It can be looked through students cannot use English vocabulary”.The case is based on researcher pre-research in SDIT Bunayya PadangSidimpuan.

At MIS HikmatulSalridho the researcher found much of the students had many problems in mastery English. They had limited vocabulary to comprehend the meaning of a text, they did not know the context of word use in text, they are cannot recognize the meaning of each word, they were not able to hear the English words from speakers, they could not compose their writing task successfully and they get difficulties to state some sentences in English.

Based on the explanation above the researcher interest to research “THE EFFECT OF REALIA (REAL OBJECT) MEDIA ON STUDENTS’ VOCABULARY SKILL AT MIS HIKMATUL SALRIDHO”

The researcher will make this observation in grade IV SD in HikmatulSalridho, the researcher usesrealia media to improve students’ vocabulary skill because there are some students’ who cannot read, and they have never studied English before, so vocabulary is the basic material in learning English in the class.

* 1. **Identification of The Problem**

The problem will be stated :

1. The students lack of vocabulary
2. The teacher used conventional method
3. There is no teacher have background in English
	1. **Limitation of The Problem**

Based on the background in the problem, the research can identify the limit of the problem as follows :

1. The research focus on mastery vocabulary of noun about especially vocabulary about fruits.
2. The research focuses on the effect of realia media on students’ vocabulary.
	1. **Formulation of The Problem**

Based on the background, the research can be formulated as follows : “Is there any significant effect of using Realia Media to improve students’ vocabulary at the fourth gradeof elementary at HikmatulSalridho?”

* 1. **Objectives of The Research**

The objective of the research is to know whether the effect of use Realia Media on students vocabulary knowledge at the fourth grade of elementary at HikmatulSalridho.

* 1. **Significance of The Research**

The results of the research are expected to contribute, both theoritically and practically.

1. Theoritically

For researchers, this research can be useful to assist their further research as reference material and enrich vocabulary material.

1. Practically

For institutions, this research can be useful to help teachers in teaching and can make Realia Media the new learning method and motivate students in learning English, especially in learning vocabulary.

* 1. **Basic Assumption**

The basic assumption in this research is that student are not accustomed to learning English, students are not used to communicating in English, students cannot read English dictionaries, so they are lacking in knowing basic vocabulary in English. The teacher also use conventional method in teaching and there is no teacher have background in English, so students are not motivated to learn English.

* 1. **Hypothesis**

Based on the theoritical and conceptual framework this research hypothesis is stated as follows:

Alternative Hypothesis (Ha) : “There is a significant effect of using “Realia Media” on students’ vocabulary”.

Null Hypothesis (Ho) : “There is no significant effect of using “Realia Media” on students’ vocabulary”.