THE INFLUENCE OF REALIA IN TEACHING VOCABULARY OF PARTS OF BODY TO THE TK A KINDERGARTEN SCHOOL PUPILS

A THESIS

As Partial Fulfillment of the Requirements
for the Sarjana Pendidikan Degree in
English Language Teaching Faculty

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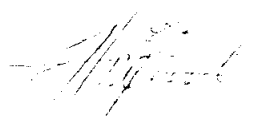

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ABSTRACT

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Key Words : Realia, vocabulary.

Vocabulary is one of the necessary language components. According to some experts, before people acquire a language, they should recognize first the words of the language. In communication, people come into contact with words. Without having enough vocabulary, people will find it difficult to communicate with other people.

In teaching vocabulary to kindergarten pupils, teachers need sufficient knowledge of the characteristics of the pupils. They like to be exposed to real situations to make them more interested in learning the language. Some experts say that teachers should expose the pupils to real situations in order to create a more interesting situation in the classroom. By exposing the pupils to real situations, teachers can arouse the pupils' interests, motivations and attract them to be more active in participating in the teaching-learning activities.

Since the kindergarten pupils are not self-motivated, the investigator is interested in conducting an experimental study on teaching vocabulary by using realia to the TK A kindergarten pupils. The reason of choosing realia in teaching vocabulary to the TK A kindergarten pupils is because realia can be used to create real situations to be exposed to the pupils. By using realia, the kindergarten pupils will be more interested in learning the language. They are motivated to be more active in manipulating the objects. The experiment was then conducted to find out the effect of using realia in teaching vocabulary to kindergarten pupils.

The subjects of this study are the TK A kindergarten pupils at TK 'ADE IRMA SURYANI' Surabaya. There are two classes: TK A1 which is the experimental group and TK A2 which is the control group. Everything given during the teaching-learning process was the same except the teaching technique. The experimental group was taught vocabulary by using realia while the control group was taught vocabulary by using pictures.

Based on the findings, it shows that there is significant difference on the students' vocabulary achievement between the two classes. The pupils who were taught by using realia have better vocabulary achievement than the pupils who were taught by using pictures. From this result, it shows that teaching vocabulary by using realia can help the students to understand the explanation more easily and clearly. Moreover, the pupils can also be more interested and more active in the teaching-learning process because they can manipulate the objects themselves.