# INCREASING STUDENTS' VOCABULARY MASTERY USING REALIA AT THE FIFTH YEAR OF SDN I BLIMBING AMPELGADING PEMALANG: AN ACTION RESEARCH

**RESEARCH PAPER**

Submitted as a Partial Fulfilments of the Requirements
for Getting Bachelor Degree of Education
in English Department

by

**RETNO SUMARNI**
**A.320040365**

**SCHOOL OF TEACHER TRAINING AND EDUCATION**
**MUHAMMADIYAH UNIVERSITY OF SURAKARTA**
**2008**

# CHAPTER I

# INTRODUCTION

## A. Background of the Study

In this millennium era many people try to make competition with many countries. The people are living in the globalization era in which the nature is the mobility of interaction between some countries to do the cooperation such as in trading, students exchange and many moves. At this point, English becomes an important language in this globalization era. So people are demanded to be able to communicate in international language. Therefore, in order to be able to survive in the globalization era, one needs to master English to prepare the students' mastering of international language.

Elementary school teachers need appropriate methods to teach the students. The proportion of the materials for young learners is different from the adult learners. Teaching material to the students emphasizes the ability to enrich their vocabulary of English language. The way of teaching vocabulary is also not the same as teaching vocabulary to adult learners. They have different motivation and characteristics. It will be difficult when the teacher can't motivate young learners intensively because it is as the result of their characteristic. The motivation of the young learners in learning is only to get a new thing in their life while playing. So, that is why they only like to learn is by playing. Learning in elementary school will start slowly because of this condition.

To find out the best technique for teaching young learners needs intensive analysis, especially for the teacher. They should create all the alternatives of technique to teach young learners in order to make the learners interested in what they are going to learn and avoid the boredom; usually students in elementary school still have limited vocabulary, because they get difficulties to memorize the meaning, to focus the study and to pronounce the English words.

Vocabulary is central to language and of critical importance to typical language learner. Without sufficient vocabulary, one cannot communicate effectively or express his ideas in both oral and written form. It is undeniable that learning vocabulary grows through incidental learning such as through continuous exposure to comprehensible language in reading, listening, speaking, and writing exercises (Krashen, 1984: 74). In learning English, vocabulary plays important role in the four English language skills, like what Schmite and Mc. Carthy (1997: 6) say that vocabulary has an important role in language skills.

Based on the phenomenon above, the researcher and the English teacher of SDN I Blimbing try to find the effective solution to increase the vocabulary mastery by using realia method. This is because the usual method used in the classroom was monotonous, so the students got bored. The monotonous methods make students lazy to learn English and not interested in English. Finally, the students have limited vocabulary. Here, the researcher will use the realia method that is different from the previous methods. Using realia method

will make students interested in English. It gives a way to make teaching vocabulary easy and effective.

The following is an example of teaching vocabulary using Realia:

Teacher : please, show and touch your eyes!

Student : this is my eyes (the students showed and touched their eyes)

Realia is the proponent of Communicative Language Teaching that has advocated the use of "authentic", "from-life" materials in the classroom. These might include language-based realia, such as sign, magazines, advertisement, and newspaper, or graphic and visual sources around us which communicative activities can be built, such as maps, pictures, symbols, graphs, and charts. Different kinds of objects can be used to support communicative exercises. In practice, bringing the actual item to class provides an unmistakably clear illustration of an object. This can also provide a useful stimulus to lesson. On a slightly more ambitious scale, asking students to teach other students how to perform a task using realia can be very motivating and memorable.

Based on the reason above the writer is interested in doing a research about Increasing Students' Vocabulary Mastery Using "Realia" To the Fifth Year Students of SDN 01 Blimbing Ampelgading Pemalang. The title of this research is "**INCREASING STUDENTS' VOCABULARY MASTERY USING REALIA AT THE FIFTH YEAR OF SDN 01 BLIMBING AMPELGADING PEMALANG".**

**B. Problem Statement**

Based on the background of the study, the writer formulates the problem as follows. “Does realia increase the students’ vocabulary mastery”

**C. Objectives of the Study**

Based on the problem statement, the general objective is to increase the students’ vocabulary mastery specially this is to:

1. Describe the implementation of teaching English vocabulary by using realia in SDN 01 Blimbing.
2. Find whether diagram increases the students’ vocabulary mastery

**D. Limitation of the Study**

In this research, the writer has limited the problem to make the research easier. In SDN 01 Blimbing there are many ways to teach, but the writer focuses on the increasing students’ vocabulary using realia in SDN I Blimbing in 2007/2008 academic year.

**E. Benefit of the Study**

The writer hopes that this research will have some benefits in the English teaching learning process, especially in teaching learning in the increasing students’ vocabulary by using realia. There are two kinds of benefit in this research; theoretical and practical

1. Theoretical Benefit
    a. The result of research can be used as and input in increasing students’ vocabulary.

b. The result of research can be used as the reference for those who want to conduct a research in Increasing English Vocabulary.

2. Practical Benefit

a. For teacher, by using realia in teaching English vocabulary, the teacher can solve the students in learning vocabulary

b. The result will help the teacher in increasing the students' vocabulary

**F. Research Paper Organization**

The research is going to discuss five chapters in the research.

Chapter I is Introduction which covers background of the study, previous study, problem statement, objective of the study, limitation of the study, benefit of the study, and research paper organization.

Chapter II is review of related literature which covers notion of vocabulary, teaching vocabulary, teaching realia procedures.

Chapter III is research method that consists of type of research, the subject of the study, object of the study, research location, the data and data source, method of collecting data and technique for analyzing data.

Chapter IV is the implementation of teaching vocabulary by using realia at the fifth year of SDN I Blimbing Ampelgading Pemalang.

Chapter V is conclusion and suggestion.

# CHAPTER II

# UNDERLYING THEORY

## A. Previous study

There are relevant previous researches to prove the originality of this research. The first researcher is Ema Suryani (2007) who conducted a research entitled "Increasing Student's Vocabulary Using Out door Activities in "KB & TK Az-Zahra" Pajang Laweyan Surakarta, in 2006/2007 Academic year". The result of the study shows that the students' vocabulary mastery increased by applying games as a technique to teach the student's vocabulary.

The second researcher is Yulvika yasmin (2005). Her research is entitled "The Effectiveness of Using Games in the Teaching of Vocabulary for the fifth Grade Students of Elementary School". The result of the study is classroom effectiveness. It can be seen from the post test result.

From the two researches above, it can be seen that the researches is similar to what the writer will do. However the writer would like to focus on his research dealing with increasing students' vocabulary mastery using realia to the fifth grade student.

## B. The Notion of Vocabulary

Vocabulary is one of the important factors in English language. Besides, vocabulary is the important factor for practicing language as a means of communication. Vocabulary is a list of words, which means any unit of

language used in writing, and appears between space hyphens. Words are the basic element in contracting a language. Related to English teaching-learning process, language skills such as listening, speaking, reading, and writing needs a series of words that are called vocabulary. In other words, vocabulary is an important role in English language teaching.

**C. The Importance of Learning Vocabulary**

Vocabulary is one of the elements of language that should be learned and taught. It cannot be denied that it will be hard to master language without mastering on understanding certain numbers of vocabularies. Vocabulary is central to language and of critical importance to typical language learner without a sufficient vocabulary; one cannot communication effectively or express his ideas in both oral and written form. Vocabularies become central to any language acquisition process especially in introducing and consolidating new lexical items. Based on explanation above vocabulary is always related to word. In learning language vocabulary is one step to know the words, understanding the meaning and used them in sentence.

In learning English, vocabulary plays importance role in the four English language skills, like what Schmite and Mc Carthy (1997; 6) say that vocabulary has an importance role in language skills. In listening ability, vocabulary gives easiness for the learners to comprehend what the other person speaks. In speaking and writing, vocabulary gives easiness for the learners to expand their ideas. In reading, vocabulary gives easiness for the

learners comprehend the text. Vocabulary must not be neglected by anyone who learns a language.

Based on the explanation above, it is very important to increase the ability of vocabulary mastery as much as possible. Vocabulary is also important that teaching vocabulary must be the first priority in the English language teaching.

**D. Teaching Vocabulary**

In the early study it has been mentioned that learning vocabulary is important because it is used as a symbol of ideas to express idea in communication. Because of that teaching vocabulary in early stage or in the primary school is very essential. Teacher should give certain attention in teaching vocabulary. Teachers decide the area of words that the teacher must give attention to develop the vocabularies of each child by carefully planed instruction.

Wallace (1982: 207) exclaims that teaching vocabulary has the following:

a. Aims
   This aim must be clear for the teacher, how many vocabularies listed does the teacher except the learners to be able to achieve the vocabulary? What kinds of words?
b. Quantity
   The teacher may have decided in the number of vocabulary items to be learned, how now words in a lesson can the learners learn? If there are many words, the learners may became confused or discourage?

c. Need
In teaching vocabulary the teacher has to choose ten words really needed by the students' communication. The teacher should get words they needed.
d. Frequent Exposure and Repetition
Frequent exposure and repetition here mean that the teacher should give much practice or repetition so that her students master target words well. She also gives opportunity to the students to use words in writing or speaking.
e. Meaningful Presentation
In teaching vocabulary, the teacher should present target words in such as way that their meaning of the teaching words are perfectly clear and unambiguous.
f. Situation and Presentation
The teacher should tell the students to use the words appropriately. The use of word depends on the situation in which they are speaking and depend on the person whom they are speaking.

There are certain guidelines on which the choice of vocabulary as suggested by Hay Craft (1987: 45-47)

1) Commonest Words
They are the words, which are commonly used, or the words that the students need. By teaching common words the students will often find them and it will be easy for them to understand and to memorize.
2) Students Need
The words we needs by the students are usually words to be taught. If the students need to know the words, they will be motivated to learn, because motivation will ensure to use word in communication.

**E. Vocabulary Mastery**

Vocabulary mastery is one component to master English as a foreign language in elementary, intermediate, and advanced levels. In learning the four language skills (listening, speaking, reading, and writing), vocabulary is one basic component to be mastered. It is reasonable, remembering that the four language skills need knowledge of words because they will get nothing without vocabulary. The larger the students master vocabulary the better they

perform their language. By having too limited vocabulary, the students will find difficulties in mastering reading and other skills.

Vocabulary mastery means the students having ability in understanding and using the vocabulary. Vocabulary mastery itself deals with words and meaning. The students are not only hoped to select with what words are suitable to be taught to the students. So the students will learn more easily.

In general, teacher finds attempted answer (although not necessarily based on research) to the question of how much know vocabulary should be introduced per lesson or unit from two sources : implicitly in the words lists presented for each unit in the text books adopted, and explicitly in the language teaching objectives stipulated by national educational authorizes.

There are several criteria that learner can master vocabulary, the learner:

a. is able to recognize it in its spoken and written form;
b. is able to re call it at will
c. is able to relate it to appropriate objects or concepts
d. can use it in the grammatical form
e. can spell it correctly
f. is able to pronounce it in a recognizable ways
g. knows in what ways it can combine with others words
h. is aware of its connotations and associations, and
i. can use it on appropriate level of formality and in appropriate situations.

(Modified from Wallace 1982: 27).

## F. Characteristic Young Learners

a. Children like playing

One characteristic of children is that they love playing, they do like playing. Children like playing and learn thing while playing, the implication to language teaching is that games are very effective ways for teaching language. By definition, a game is an activity with rules, a goal and an element of fun. According to Hafield (1985) in Fauziati (2002:171), the emphasis in the use of games for language learning is on successful communication rather than on correctness of language.

b. Children talk about here and now

Adult both observe and impose the cooperative principle when they talk to young children. They make what they say relevant, talk about here and now of the child's world. They encourage children to take their turns and make their contributions truthful by correcting them (Clark and Clark, 1977:322).

The phenomena imply that the children's word involves around here and now. Therefore, they should not be asked to discuss abstract things or life and situation in the past or in the future. In other words, children's interest is narrow, restricted primarily to themselves, their immediate surrounding, their families and their friends.

c. Association and Memory

Children understand and retain the meaning better when they have seen some objects association it. For this reason, the teacher should expose

the student to real life situation, when this is not impossible. The visual aid can serve as a useful substitute, as pictures and their images are move vivid than words. Thus, in teaching and learning process pictures should be an integral part of every teacher's professional equipment.

**G. Teaching English Vocabulary by Using Realia**

1. Realia

Realia is a term used in library science and education to refer to certain real-life objects. In library classification systems, realia are objects such as coins, tools, and textiles that do not easily fit into the orderly categories of printed material or naturally occurring (specimens, samples, etc. ), usually borrowed, purchased, or received as donation by teacher, library, or museum for use in classroom instruction or in exhibits.

In Education, realia are objects from real life used in classroom instruction. Realia include objects used by educators to help students to understand better other cultures and real life situations. A teacher of a foreign language often employs realia to strengthen students' associations between words for everyday objects and the objects themselves. In foreign language instruction, the realia has a broader meaning, which includes photos of objects from a country where the target language is spoken. the two meanings are closely related because of the support many types of libraries give to educational endeavors.

( http://www realia-from wikipedia, the free encyclopedia )

2. Procedure of Teaching Vocabulary Using Realia

Realia that can be used in situational language practice is hence an essential part of the teacher's equipment. Davies *et al.* 1975: 6-7 in Fauziati (2002: 47) gives detailed information about teaching procedures to be used with Situational language teaching. The sequence of activities they propose consists of:

a. Substitution drilling in which the teacher uses cue words (words, pictures, numbers, names, etc.) to get individual student to mix the examples of the new patterns.
b. Question-answer drilling in which the teacher gets one student to ask a question and another to answer until most students in the class have practiced asking and answering the new question form.
c. Individual imitation in which the teacher asks several individual students to repeat the model she has given in order to check their pronunciation.
d. Choral imitation in which students all together or in large groups repeat what the teacher has said. This works best if the teacher gives a clear instruction like "Repeat," or "Everybody" and hand signals to mark time and stress.
e. listening practice in which the teacher obtains his student's attention and repeats an example of the patterns or word in isolation clearly, several times, probably saying it slowly at least once (Where…is…the…pen?), separating the words.
f. Correction, in which the teacher indicates by shaking his head, repeating the error, etc., that there is a mistake and invites the student or a different student to correct it. Where possible the teacher does not simply correct the mistake himself. He gets students to correct themselves so they will be encouraged to listen to each other carefully.

**H. Principles of Teaching Vocabulary**

The most principles of teaching and learning vocabulary have been forgotten or ignored. The several principles of teaching vocabulary are (www. aitech.ac.jp/~lteslj/).

1. Teaching a word does not mean the students learned it. Teaching and learning do not go lockstep, hand in hand, from the easy to the difficult.
2. We do not learn a word from one meeting. Research tells us that it takes between 5-16 meeting (or more) to learn an average word.
3. It is easier to forget a word than remember it. Initial word knowledge is very fragile and memories of new words that are met again soon, are lost. This is because our brains are designed to forget, not remember.
4. Students cannot guess the meaning of an unknown word from context if the surrounding text is too difficult.
5. Students do not need to learn every word they meet. This is because not all words are equally useful. The words students need to master are the general service vocabulary i.e. those that are found in almost all texts, including technical works.
6. Some words are more difficult to learn than others. research suggest that words that ar more concrete and closer to a known concept, or have a similar form in the first language, tend to be learned before those that are more abstract and relatively dissimilar from the first language.
7. Words live with other words, not in isolation. Language are made up of sets of works that to together to make individual meanings such as *by the way, the day after tomorrow, bus ticket, half past three, sunny day* and soon. These are often called collocations, or lexical units.
8. Written and spoken vocabularies are different. Fewer (and often different) words are needed for fluent speaking and listening, than for reading and writing.
9. Students learn best by making sense of their own vocabulary and internalizing it.
10. We do not have enough time to teach everything about a word so students have become independent word learners.

In reviewing of how vocabulary is commonly taught Oxford and Scarcella (1994: 49) and other researchers have found that:

1. There is very low recycling of vocabulary in course books. Most words that are taught in the text (i.e. featured in a vocabulary exercise) are not later recycled in another exercise, or even repeated in the same book.
2. Teachers assume the textbook is the syllabus and assume that the textbook has dealt with the recycling of the vocabulary adequately.
3. Teachers leave vocabulary learning to students and rarely teach vocabulary learning strategies and techniques. Dictionary skills especially are rarely taught and students are not encouraged to keep vocabulary notebooks.
4. Most teaching vocabulary are in the from of text with an emphasis on identifying and teaching single words, rather than collocations or lexical phrases
5. Many teachers do not seem to take a systematic approach to vocabulary selection. Lessons are often prepared just before class, and there is no long-term planning.
6. Teachers all too often teach too many words at one time. This can not only confuse students who get them all mixed up, but also overload the student's memory leading to vocabulary graveyards.
7. Rarer words are often favored over common words with the assumption that the easy words are already known.
8. Students are exposed to the same materials and thus have limited exposure to words that the teacher does not focus on.
9. For many teachers word teaching only means giving a definition and spelling or pronunciation, not the deeper aspects of word learning.
10. Vocabulary learning goals are rarely set.
11. Most vocabulary exercise only test rather than teach.

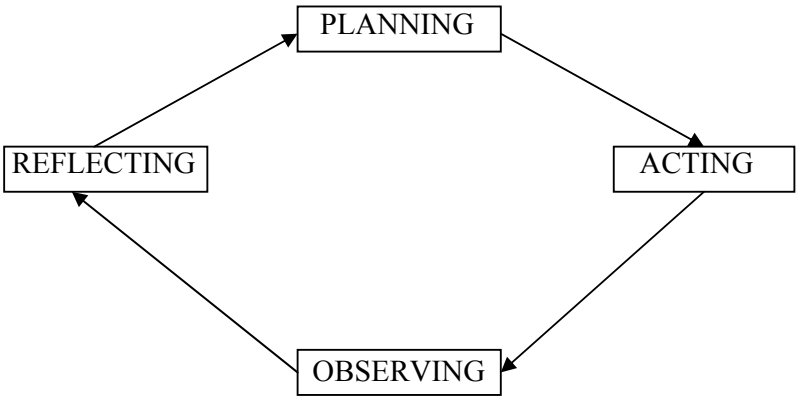
# CHAPTER III

# RESEARCH METHOD

## A. Type of the Research

The type of this research is an action research. Research method is very important. Kemmis and Taggart (1991: 5) describe action research as a form of collective self-reflective inquiry undertaken by participants in social situation in order to improve the rationality and justice of their own educational practices as well as their understanding of these practice and the situation in which these practices are carried out. It consists of planning, acting, observing, and reflecting.

The first step of this action research is planning. In this step, the writer makes a lesson plan about a certain topic, material, media, time, schedule, and instrument for observation. The second step is action. Here, the researcher directly involves in the research totally, from the beginning until the end of the research. The thirds step is observing. In this step, all of data, which are related to the implementation of action, are collected in order to be analyzed. The fourth step is reflecting. Here, the writer tries to reflect the result f the previous study. The conclusion contains the evaluation prepares the preplanning step. Those procedures are reflected in the following scheme.




**B. Subject of the Research**

In this research, the subject of the study is limited to the fifth grade students of SDN 01 Blimbing Ampelgading Pemalang.

**C. Object of the Research**

The object of the study is the method that is used by teacher to increasing students' vocabulary using realia.

**D. Research Location**

Research location is a place where the writer conducts her research. This research takes place at SDN 01 Blimbing Ampelgading Pemalang. The writer chooses this place to do an action research because the writer sees it is necessary for the teachers to develop the way in teaching English particularly to develop the method in teaching vocabulary in elementary school.

**E. Data and Data Source**

The data of the study is the narrative of the implementation of teaching vocabulary mastery using realia the fifth grade students of SDN I Blimbing Ampelgading Pemalang. The data are taken from the method that is conducted by the teacher to increase students' vocabulary by using realia on three resources:

1. Event

   Researcher observes all of the activities about the implementation of English learning using realia in the classroom.

2. Informants

   The informant is the English teacher and the fifth grade students in SDN 0I Blimbing.

3. Document

   The researcher collects document from SDN 0I Blimbing Ampelgading Pemalang.

**F. Method of Collecting Data**

To collect the data accurately, the researcher uses some methods:

1. Observation

   In collecting the data, the writer uses observation. Observation is a technique of collecting the data by closely watching and noticing classroom or as an observer of another teacher's observation.

In this study, the researcher is a teacher who teachers English using Realia and an active participant observers in which in this research the teacher does observation by herself as a researcher. She observer the student's activities while teaching learning process occurred. It is very important in this case not only to know their felling about the English learning but also to know how they think about their teacher.

2. Test

In this study the Coriter uses written tests to measure the student's achievement in vocabulary mastery. She gives pre test and post test to know the student's ability in vocabulary before and after teaching vocabulary using Realia. The aim is to know whether the student's vocabulary mastery is improving or not.

3. Interview

Interview is one of the techniques of collecting the data by having conversation between interviewer and respondent to get certain information from respondent. Here, the researcher interviewed the students as respondents to know their response to the teaching vocabulary by using realia.

**G. Technique for Analyzing Data**

The tending data are identified on some certain aspects to make the readers easy to comprehend this paper. The techniques of this analysis are:

1. Reducing the Data

   In this stop the writer making summary from main points arranging and categorizing data base on it is classification.

2. Displaying the Data

   The writer describes and discusses the finding of the research in the form of systematic classification. Therefore, it is easy to be analyzed.

3. Verifying

   The last step is making conclusion and suggestion based on the data analysis. Based on there are techniques above the researcher does some steps in analyzing the data that related to the problems.

   a) The implementation of teaching-learning process

      1) The researcher describes the procedures of teaching-learning vocabulary by using Realia

      2) The researcher discusses the finding based on the teaching learning process

      3) The researcher makes conclusion based on the discussion of the finding

   b) The result of the teaching vocabulary by using Realia

      1) The researcher conducts pre-test and post-test

      2) The researcher compares the student's score from the pre-test and post-test

3) The researcher discusses the result of student's achievement the writer in determining the developing of student's vocabulary mastery uses categories

**H. Action Procedures**

Based on the above explanation, the writer states following procedure in doing her research:

1. planning

   The activities in planning are:

   a. preparing material, making lesson-plan, and designing the steps in doing the action
   b. preparing list of student's name and
   c. preparing sheets for classroom observation
   d. preparing a test (to know whether the students' vocabulary mastery improve or not)
   e. setting indicator
      1) 75% of the students are active in learning English to improve the vocabulary mastery.
      2) 75% the students can understand the material of vocabulay mastery using realia

2. Action

   a. The teacher divided the material consist of three cycles, every cycle was held in two meetings and each of them took 90 minutes.

b. The teacher made and prepared pre-test. She gave the pre-test that the material was never taught before implementing. The test was also given in the end of the cycle as a post-test; the writer knew he differences the results of those tests. After pre-test, she introduced the model of realia presentation in studying vocabulary. In this stop, the writer applies lesson plan, which has been made. Practically in the classroom, the writer will follow the classroom procedure of realia.

3. Observation

The writer observes the teaching learning process in teaching vocabulary by using realia, includes the students response in the form of students, the writer giving test to the students by providing some questions in the form of multiple choice and essay.

4. Reflection

a. analyzing Data

In analyzing the quantities data, the writer will evaluate the score from each assignment. Subject can be successful if they get improvements score

b. Reflecting Data

After collecting the data, the writer will evaluate the teaching learning process. Then the writer will reflects by seeing result of the observation sheet, teacher's comment, and task score of vocabulary mastery.

# CHAPTER IV

# RESEARCH FINDING AND DISCUSSION

This chapter presents the research findings as the answer to the problems of study that are stated in the first chapter.

## A. Research Finding

1. The implementation of Teaching Vocabulary Using Realia at the Fifth Year of SDN I Blimbing Ampelgading Pemalang

   The purpose of implementation of teaching vocabulary using "realia" at the fifth year of SDN I Blimbing is increasing the student's competence to memorize all the vocabulary taught by teacher. In learning process, the researcher found the students' difficulties in learning vocabulary. She also found problems in every teaching action. This research consisted of three cycles. Each cycle consisted of two meetings. The materials consisted of 15 words about things around us, 15 words about fruits and vegetables, 20 words about part of the body. Thus, the total of words given were 50 words and type of the test was essay. In her research, the writer has totally six meetings.

   In the first and sixth meetings, the researcher gives diagnostic test to the students, namely pre-diagnostic test and post-diagnostic test. Pre-test and post-test consisted of 30 words and the time was 90 minutes. The pre-test and post-test material can be seen in Appendix 2.

In order to reach the objective of the research, the writer used Classroom Action Research (CAR) in which each of the cycles consisted of 4 elements, namely: planning, implementing, observing and reflecting. The process can be seen at the cycles of the action research.

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

**a. Pre-test**

In the beginning of observation, the writer gave every student a test in the form of mentioning word. The writer gave a test that is suitable with the materials given by teacher before. There were 30 questions that consisted of things around us, fruits and vegetables, and part of the body. To conduct this pre-test, the writer collected the words, which were given by the teacher before examining the students' vocabulary.

Having done the test, the writer found the result of the pre-test. The highest score was 87, the lowest was 40 and the mean score was 75,58.

**b. Cycle I**

On Saturday, 16 and 23 February 2008, the process of teaching vocabulary in the first cycle could be described as follows:

1) Planning

In this cycle, the writer prepared the lesson plan about the new topic that would be taught and of course she prepared the teaching material and teaching aids too. The writer took "Things

around us" that would be introduced to the students, namely; table, door, blackboard, chair, and window. The writer used the picture of things around us.

The writer tried to apply the things around us method: First of the all the writer showed the picture with the name of things around us and asked the students to look at them. She tried to explain and gave information by using Indonesian first and next she explained it by using English. She asked the students to repeat and pronounce what she said. Then, the writer showed the real of things and asked the students to pronounce the names of things.

Next, the writer asked the students to come in front of the class one by one to mention the things around the class by using the picture used in teaching materials.

Then, the writer implemented the method by using game. The name of games was "let's touch it". The writer introduced verb "let's touch and go" to the students. The aim of this game was to strengthen the student's memory by touching the real things around the students.

2) Acting and Observing

In this cycle, writer stated the class usual. Here, the writer used two teaching aids to teach the new materials. Firstly, the writer used the big colorful painted picture. The writer showed the big picture in front of class, and then she together with the students

pronounced them. The writer repeated the pronunciation about the things around them. Slowly, while in teaching learning process, she found most of the students were able to mention and pronounce the name of the things loudly, although there were some students that could not mention it well. While showing a picture of blackboard, the writer asked the students," what is this?", and some students can respond correctly "blackboard" and the other respond incorrectly because they said in Indonesian language "papan tulis".

After the students knew the name of all the things around them, then she writer asked all of the students to mention the things one by one in front of a class by showing the pictures made by the writer. They were very enthusiastic to pronounce them. Generally, it could be seen that many students were active responding the writers' question. But the writer also noticed that there were some of them who were still passive.

To strengthen the memorization, to increase the student's motivation to learn the English vocabulary and to lose the students boredom, the writer gave a game called "let's touch it". She asked the students to touch the things that would be said by her. The writer gave the example, "lets touch the table, I" the writer touched it. After that the writer called all students to practice this game one by one. The writer observed that they were very enthusiastic to get

involved in this game to strengthen the student's comprehension about the things around them.

3) Reflecting

Based on the observation above, the writer concluded that increasing student's motivation in learning a new vocabulary could be done by game because the students were interested in when they did something involving the physical activities.

The writer used game to develop the ability in pronouncing and memorizing some words. It could makes learning more relaxed and the students did not feel bored when they received the transfer of knowledge and also they could memorize the materials more easily.

**c.Cycle II**

On Saturday, 1 and 8 March 2008, the process of teaching vocabulary in the second cycle could be described as follows:

a. Re planning

In this cycle, the writer prepared the lesson plan about the topic that would be taught and of course she prepared the teaching materials and teaching aids too. In cycle II, the writer took "fruits and vegetables" that would be introduced to the students, namely banana, grape, apple, orange, coconut, pear, pineapple, durian, strawberry, mango. The writer made the teaching aid by herself.

Before the writer began to explain the materials, firstly, the writer gave some questions to the students to interest their attention. After that the writer would explain and gave information about the topic. The writer would show the imitation object of fruits and then the writer asked the students to repeat after the teacher.

Next, the writer asked the student to pronounce the names of fruit in front of the class one by one. And in the end of the meeting the writer also asked to the students to prepare the assignment..

b. Acting and Observing

In the first cycle, the writer had given materials about things around them. The writer used pictures as the media. In this step, the writer did not use pictures but the writer used the imitated objects made from plastics. She brought fruit and vegetables made from plastics material. In the opening she asked the students whether they like fruits or not. Most of them like fruits. Then she asked them to mention their favorite fruits in Indonesian. Then the students mentioned it.

After that the writer showed the imitation fruits and vegetables one by one. She took one fruit it to the students and pronounced it. After that the students repeated it together. The writer did it until the last fruits and vegetables. After that the

teacher tried to cheek the students' understanding by asked the students to pronounce the name of the fruits and vegetables that the writer showed to the students.

In the last practice, the writer asked the students to take the imitated fruits and vegetables after the writer said its name. For closing the writer gave assignments to the students. The assignment was answering the questions in the students' hand book.

c. Reflecting

Based on the observation above, it could be seen that the student's boredoms would rise easily if teaching learning process was done by traditional method or conventional method. The writer as the teacher had to create something to increase the student's interest in learning. Generally, the students were interested in something that involved physical activities.

**d.Cycle III**

On Saturday, 15 and 22 March 2008, the process of teaching vocabulary in the last cycle could be described as follows:

a. Re-Planning

In this cycle, the writer planned the way, how the students improve their vocabulary mastery as well as their spelling ability and pronunciation. The writer prepared the lesson plan for the last topic. The topic is "part of the body". The writer used picture as the

first media of teaching learning process to make her explanation easier to understand.

Next, the writer gave treatment to the students by asking them to pronounce the word. The teacher pronounced the names of the picture or things. Beside, the students were asked to write the spelling of the word on the blackboard. The teacher also dictated the words.

When the student looked bored the teacher asked the student to sing together to make them relaxed again.

b. Acting and Observing

In this cycle, the writer gave the material about "part of the body". Here, the writer used big picture about part of the body as the media. Firstly, the writer brought and sticked the picture about part of the body on the blackboard. After that, the writer asked the students to observe the picture.

The writer pointed the parts of the body one by one using the long ruler and pronounced it then the students were asked to repeat after her together.

The writer pointed the picture which divided part of the body into three parts, namely head, body, and the leg and arm. The first one was head; head consisted of hair, eye brow, eye, nose, mouth, ear, chin, check, lip, and teeth. Body consisted of breast,

hand, stomach, shoulder. The last part was leg and arm. It consisted of leg, arm, hand, finger, and foot.

After the teacher pointed the entire part of the body, the teacher asked the students to repeat the pronunciations of part of the body while touching their own body. For example, the teacher said eye while touching her eye.

c. Reflecting

Based on the result of the observation the writer saw that the student's motivation in learning vocabulary could be increased by offering them reward. They became more enthuastic in learning vocabulary using realia. Beside that, to increase the student's ability and memorization to learn new vocabulary, the teacher used big picture to teach material. These activities can help the students learn new English vocabulary more easily. If the teacher asked the students to come in front of the class to spell the words, not all the students were able to spell the words correctly. So, they were wrong in writing the spelling of the words, in every cycle, the teacher gave exercise and checked the answer together with the students.

**e. Post-test**

In the last observation, the writer gave vocabulary test. There were 30 questions that consisted of things around us, fruits and vegetables, and part of the body. The students were asked to mention

names of the pictures. The writer concluded that the students could mention words based on the pictures very well. In post-test the highest score was 97, the lowest score was 50, and the mean score was 75,37.

Based on the result above, the writer concluded that the students' ability in vocabulary mastery was very well. It was caused by the fact that the use of realia in teaching vocabulary was interesting for them.

2. The Students' Vocabulary Improvement Using Realia

   a. The Individual Result of Teaching Vocabulary using Realia

      The subjects of this study were 19 students of the SD Negeri I Blimbing Ampelgading Pemalang at the fifth year in 2007/2008 academic year. Here is the description of the individual result of teaching vocabulary using Realia:

      1) Student 1 (female)

         In pre-test she had 16 wrong answers from 30 items; there were mistakes in spelling. She made mistake in spelling *eye* by *eey, nouse* by *mouse, neck* by *nek,* etc.

         In post-test, she had 10 wrong answers from 30 items; there were the mistakes in spelling. He made a mistake in spelling *book* by buk, window by windo, mouth by muth, etc.

         After being taught using Realia in learning vocabulary, there was an increase of vocabulary achievement. It could be seen from the

comparison between the pre test and the post test result; Her score increased 20 point (from 47 to 67)

2) Student 2 (female)

In pre-test she had 14 wrong answers from 30 items; there were the mistakes in spelling. She made mistake in spelling *mouth* by *moth, foot* by *food*, *hand* by *hen*, etc.

In post-test, she had 8 wrong answers from 30 items; there were the mistakes in spelling. She made mistake in spelling *table* by teble, *door* by *dor, hair* by *heir,* etc.

After being taught using Realia in learning vocabulary, there was an increase of vocabulary achievement. It could be seen from the comparison between the pre test and the post test result; Her score increased 20 point (from 53 to 73).

3) Student 3 (female)

In pre-test she had 15 wrong answers from 30 items; there were the mistakes in spelling. She made mistake in spelling *foot* by *fut, ear* by *ier, blackboard* by *blekbord,* etc.

In post-test, she had 10 wrong answers from 30 items; there were the mistakes in spelling. She made mistake in spelling *book* by *buk, chair* by *cair, picture* by *pikcer*, etc.

After being taught using Realia in learning vocabulary, there was an increase vocabulary achievement. It could be seen from the

comparison between the pre test and the post test result; Her score increased 17 point (from 50 to 67).

4) Student 4 (male)

In pre-test he had 4 wrong answers from 30 items; there were the mistakes in spelling. He made mistake in spelling *pineapple* by *pinepell, avocado* by *apokado, coconut* by *cocopan*, etc.

In post-test, he still had 7 wrong answers from 30 items; there were the mistakes in spelling. He made mistake in spelling *chair* by *cher, door* by dor, etc. After being taught using Realia in learning of vocabulary, there was a decrease vocabulary achievement. It could be seen from the comparison between the pre test and the post test result; His score decreased 10 point (from 87 to 77).

5) Student 4 (female)

In pre-test, she had 16 wrong answers from 30 items; there were the mistake in spelling the word. She made mistakes in spelling *blackboard* by *blekbord, orange* by *orange, grape* by *grepe*, etc.

In post-test, she had 15 wrong answers from 30 items; there were the mistake an spelling. She made mistake in spelling *apple* by *aplle, cabbage* by *kebbage, eggplant* by *eggpeln,* etc. After being taught using Realia in learning vocabulary, there was an increase of vocabulary achievement. It could be seen from the comparison between the pre test and the post test result; Her score increased 3 point (from 47 to 50)

6) Student 6 (female)

In pre-test, she had 11 wrong answers from 30 items; there were the mistakes in spelling the word. She made mistake in spelling *blackboard* by *blekbord, door* by *dor, strawberry* by *stroberi,* etc.

In post-test, she has 10 wrong answers from 30 items; there were the mistakes in spelling. She made mistake in spelling *picture* by *pikcer, book* by *buk, apple* by *apell,* etc. After being taught using Realia in learning vocabulary, there was an increase of vocabulary achievement. It could be seen from the comparison between the pre test and the post test result; Her score increased 4 point (from 63 to 67)

7) Student 7 (male)

In pre-test, he had 14 wrong answers from 30 items. There were the mistake in spelling word and did not answered the question. He made mistake in spelling *book* by *buk, grape* by *grepe,* and there were 12 questions that didn't answered by him. In post-test he revised them but still has 12 wrong answers from 30 items. There were the mistakes in spelling the word. He made mistake in spelling *teacher* by *teacer, avocado* by *alfokat, mouth* by *muth,* etc. After being taught using Realia in learning vocabulary, there was an increase of vocabulary achievement. It could be seen from the comparison between the pre test and the post test result; His score increased 7 point (from 53 to 60)

8) Student 8 (male)

In pre-test, he had 18 wrong answers from 30 items; there were the mistakes in spelling the words. He made mistake in spelling *book* by *buk, blackboard* by *blekbord, eye* by *eey,* etc.

In post-test, he had 13 wrong answers from 30 items; there spelling *grape* by *grepe, finger* by *finjer, hair* by *her, etc.* After being taught using Realia in learning vocabulary there was an increase of vocabulary achievement. It could be seen from the comparison between the pre test and the post test result; His score increased 17 point (from 40 to 57)

9) Student 9 (female)

In pre-test, she had 11 wrong answers from 30 items; there were the mistakes in spelling the words. She made mistake in spelling *table* by *table, grape* by *greap, window* by *wimdo*. She has 7 wrong answers from 30 items. She makes *pineapple* by *pinepell, etc.* After being taught using Realia in learning vocabulary, there was an increase of vocabulary achievement. It could be seen from the comparison between the pre test and the post test result; Her score increased 14 point (from 63 to 77)

10) Student 10 (female)

In pre-test, she had 6 wrong answers from 30 items; there were the mistakes in spelling the words. She made the mistake in spelling *chair* by *cher, eye* by *eey, lamp* by *lame,* etc.

In post-test, she had 4 wrong answers from 30 items; there were the mistakes in spelling the words. She made mistake, in spelling *hand* by *hend, orange* by *orange, avocado* by *avocado,* etc. After being taught using Realia in learning vocabulary, there was an increase of vocabulary achievement. It could be seen from the comparison between the pre test and the post test result; Her score increased 7 point (from 80 to 87)

11) Student 11 (female)

In pre-test, she had 6 wrong answers from 30 items; there were the mistakes in spelling the words. She made the mistake in spelling *chair* by *cher, eye* by *eey, lamp* by *lame,* etc.

In post-test, she had 4 wrong answers from 30 items; there were the mistakes in spelling the words. She made mistake, in spelling *hand* by *hend, orange* by *orange, avocado* by *avocado,* etc. After being taught using Realia in learning vocabulary, there was an increase of vocabulary achievement. It could be seen from the comparison between the pre test and the post test result; Her score increased 7 point (from 80 to 87)

12) Student 12 (female)

In pre-test, she had 5 wrong answers from 30 items; there were the mistakes in spelling the words. She made mistake in spelling the word *ruler* by *ruller, clock* by *clooc, pear* by *peer,* etc.

In post-test, she had revised them, she only had 1 from 30 items; there were the mistake in spelling the word *finger* by *finjer*. After being taught using Realia in learning vocabulary, there was an increase of vocabulary achievement. It could be seen from the comparison between the pre test and the post test result; Her score increased 14 point (from 83 to 97)

13) Student 13 (male)

In pre-test, he had 7 wrong answers from 30 items; there were the mistakes in spelling the words. He made the mistake in spelling *blackboard* by *blekbord, clock* by *clok, apple* by *aplle,* etc.

In post-test, he had 6 wrong answers from 30 items; she made mistake, in spelling *blackboard* by *blekbord, hair* by *heir, door* by *dor,* etc. After being taught using Realia in learning vocabulary, there was an increase of vocabulary achievement. It could be seen from the comparison between the pre test and the post test result; His score increased 3 point (from 77 to 80)

14) Student 14 (male)

In pre-test, he had 14 wrong answers from 30 items. There were the mistakes in spelling. He made mistake in spelling *strawberry* by *strobery, blackboard* by *blekbord, clock* by *clok,* etc.

In post-test, he had 15 wrong answers from 30 items; there were the mistakes in spelling. He made mistake in spelling *apple* by *apele, book* by *buk, table* by *teble,* etc.

After being taught using Realia in learnng vocabulary, there was a decrease of vocabulary achievement. It could be seen from the comparison between the pre test and the post test result; His score decreased 3 point (from 53 to 50)

15) Student 15 (female)

In pre-test, she had 7 wrong answers from 30 items; there were the mistakes in spelling. She made the mistake in spelling *ruler* by *ruller, avocado* by *appokat, neck* by *nek,* etc.

In post-test, she had 11 wrong answers from 30 items; there were the mistakes in spelling too. She made mistake in spelling *carrot* by *carot, window* by *wimdo, ear* by *ier,* etc. After being taught using realia in learning vocabulary there was a decrease of vocabulary achievement. It could be seen from the comparison between the pre test and the post test result, Her score decreased 14 point (from 77 to 63)

16) Student 16 (male)

In pre-test, he had 13 wrong answers from 30 items. There were the mistakes in spelling; he made mistakes in spelling *clock* by *clok, orange* by *orange,* etc.

In post-test, he had 15 wrong answers from 30 items; there were the mistakes in spelling *strawberry* by *stroberri, chin* by *cin, door* by *dor*, etc. After being taught using Realia in learning vocabulary, there was a decrease of vocabulary achievement. It could be seen

from the comparison between the pre test and the post test result; His score decreased 7 point (from 57 to 50)

17) Student 17 (female)

In pre-test, she had 4 wrong answers from 30 items; there were the mistakes in spelling. She made mistake in spelling *clock* by *clok, grape* by *grepe, avocado* by *appokad,* etc.

In post-test, she had 6 wrong answers from 30 items; there were the mistakes in spelling. She made the mistake in spelling *grape* by *grepe, chair* by *cher, hand* by *hend,* etc.

After being taught using Realia in learning vocabulary, there was a decreased of vocabulary achievement. It could be seen from the comparison between the pre test and the post test result; Her score decreased 7 point (from 87 to 80)

18) Student 18 (male)

In pre-test, he had 11 wrong answers from 30 items; there were the mistakes in spelling. He made mistake in spelling *clock* by *clok, apple* by *apell, table* by *teble,* etc.

In post-test, he had 7 wrong answers from 30 items; there were the mistakes in spelling. He made mistake in spelling *teacher* by *teacer, foot* by *fut, blackboard* by *blekbord, etc.* After being taught using Realia in learning vocabulary, there was an increase of vocabulary achievement. It could be seen from the comparison

between the pre test and the post test result; His score increased 14 point (from 63 to 77)

19) Student 19 (male)

In pre-test, he had 8 wrong answers from 30 items; there were the mistakes in spelling. He made mistake in spelling *ruler* by *ruller, clock* by *clok, apple* by *apell,* etc.

In post-test, he had 12 wrong answers from 30 items; there were the mistakes in spelling. He made mistake in spelling *teacher* by *teacer, foot* by *fut, blackboard* by *blekbord,* etc.

After being taught using Realia in learning vocabulary, there was a decreased of vocabulary achievement. It could be seen from the comparison between the pre test and the post test result; His score decreased 13 point (from 73 to 60).

b. General Achievement of Students' Vocabulary Mastery by Using Realia

To know whether the teaching vocabulary using realia increased the students' vocabulary mastery or not, the writer compared the result of pre-test and post-test score to get the mean score as stated in the table bellow.

Table 4.1: The Score of the Students

| No | Score | Pre-test (students) | Post-test (students) |
|---|---|---|---|
| 1. | 0-20 | - | |
| 2. | 21-40 | 1 | |
| 3. | 41-60 | 7 | 6 |
| 4. | 61-80 | 8 | 11 |
| 5. | 81-100 | 3 | 2 |

After carrying out the research, the writer found that by using Realia the student's vocabulary mastery was improved. It could be seen from the comparison between the score of pre-test and post-test. The score of the post-test was better than that of the pre-test. In pre-test the highest score was 87, the lowest was 40 and the mean score was 71, 58. While in post-test the highest score was 97, the lowest score was 50, and the mean score was 75,37. By using this method the students had better memorization of the words.

## B. Discussion of the Finding

In teaching vocabulary to the fifth year students, the writer used realia. The writer used the picture and imitation object to support the materials in class as the media to make the students more interested in learning English. Most of the students were interested in listening to the teacher explanation. The researcher found that all students looked very enthusiastic in doing the teaching learning process. Teaching using Realia could help the student understand, memorize, and made the students enjoy the class. The students tried to answer every teacher's question although not all of the students could

answer it. The students still had difficulties in spelling the words and pronouncing them.

In SDN 0I Blimbing, the researcher used Realia as the technique of teaching vocabulary. The researcher choosed this technique because it would improve the students vocabulary mastery. Before applying the method, the teaching vocabulary in SDN 0I Blimbing was monotonous, so the students got bored. The monotonous methods made students lazy to learn English and not interested in English. Finally, the students had limited vocabulary and assumed that English was difficult. In cycle I the researcher used the big colorful painted picture as the media, showing the picture made the students easy to memorize vocabulary. In cycle I the students looked bored then the researcher gave game. It was *let's touched it*. This game was still related to the topic. In cycle II the researcher used imitation fruits and vegetable as the media of realia to teach the vocabulary and the students looked interested. In the last cycle the researcher used the big picture as the media, they became enthusiastict in learning using realia. After applying Realia, the researcher saw that there were good response from the students. The students were more enthusiastic in studying English. Realia helped the students easy to understand and memorize. In addition it could be used to the vocabulary avoid the boredom in the class. In explaining the material the researcher showed the vocabulary with big and colorful picture. It could help the students to memorize the vocabulary.

The real object and picture as the media for teaching vocabulary was to make the students receive the material easily. Because the students knew the real object of the vocabulary. In education, realia are objects from real life used in classroom instruction. Realia includes objects used by educators to help students to understand the material and real life situations better. A teacher of a foreign language often employs realia to strengthen students' associations between words for everyday objects and the objects themselves.

In general, the writer concludes that increasing students' vocabulary through Realia can encourage the student's ability in mastering vocabulary. It means that increasing students' vocabulary through Realia is effective.

# CHAPTER V

# CONCLUSION AND SUGGESTION

## A. Conclusion

Based on the writer action research to teaching vocabulary using Realia at the fifth year of SDN I Blimbing Ampelgading Pemalang, the writer draws the following conclusion.

1. Realia is very helpful for increasing students' vocabulary mastery at the fifth year of SDN I Blimbing Ampelgading Pemalang. 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 and post-test are different. The result of post-test is better than that of pre-test. In pre-test, the highest score is 87, the lowest is 40, and the mean score is 71, 58. While in post-test the highest score is 97, the lowest score is 50, and the mean score is 75,37. The increasing score of the students test shows that by using realia, the students have better memorization of the words.

## B. Suggestion

At this end of this chapter, the writer would like to give some suggestion, which hopefully would be useful for other researchers and readers.

1. To other researcher

   It is expected that the other researchers will develop this research using different perspective and different object. In other words, they can use this research as the reference complete their research paper.

2. To the reader

   The readers especially those who concern with English teaching, should use many other sources to improve the knowledge about teaching vocabulary.

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# Appendices

**THE SCORE OF THE STUDENTS**

| Student number | Score | | Student achievement |
|---|---|---|---|
| | Pre-test | Post-test | |
| 1 | 87 | 77 | Decrease |
| 2 | 47 | 50 | Increase |
| 3 | 63 | 67 | Increase |
| 4 | 53 | 60 | Increase |
| 5 | 40 | 57 | Increase |
| 6 | 63 | 77 | Increase |
| 7 | 77 | 80 | Increase |
| 8 | 80 | 87 | Increase |
| 9 | 83 | 97 | Increase |
| 10 | 77 | 80 | Increase |
| 11 | 53 | 50 | Decrease |
| 12 | 77 | 63 | Decrease |
| 13 | 57 | 50 | Decrease |
| 14 | 87 | 80 | Decrease |
| 15 | 73 | 60 | Decrease |
| 16 | 63 | 77 | Increase |
| 17 | 47 | 67 | Increase |
| 18 | 53 | 73 | Increase |
| 19 | 50 | 67 | Increase |
| Highest score | 87 | 97 | |
| Lowest score | 40 | 50 | |
| Total score | 1360 | 1432 | |

$$M_1 = \Sigma \frac{pre - test}{N} = \frac{1360}{19} = 71{,}58$$

$$M_2 = \Sigma \frac{post - test}{N} = \frac{1432}{19} = 75{,}37$$

M = mean score

N = the amount of the student

**STUDENT QUIS RESULT**

| NO | Subject | Cycle I | Cycle II | Cycle III |
|---|---|---|---|---|
| 1 | Subject 1 | 40 | 50 | 60 |
| 2 | Subject 2 | 80 | 80 | 80 |
| 3 | Subject 3 | 70 | 75 | 75 |
| 4 | Subject 4 | 60 | 70 | 80 |
| 5 | Subject 5 | 60 | 70 | 70 |
| 6 | Subject 6 | 75 | 75 | 75 |
| 7 | Subject 7 | 70 | 80 | 80 |
| 8 | Subject 8 | 70 | 75 | 80 |
| 9 | Subject 9 | 60 | 60 | 70 |
| 10 | Subject 10 | 60 | 70 | 80 |
| 11 | Subject 11 | 50 | 40 | 60 |
| 12 | Subject 12 | 40 | 45 | 50 |
| 13 | Subject 13 | 70 | 65 | 75 |
| 14 | Subject 14 | 50 | 70 | 70 |
| 15 | Subject 15 | 60 | 70 | 75 |
| 16 | Subject 16 | 60 | 70 | 80 |
| 17 | Subject 17 | 70 | 75 | 80 |
| 18 | Subject 18 | 60 | 65 | 70 |
| 19 | Subject 19 | 80 | 80 | 90 |
| | | 1185 | 1285 | 1400 |
| | | 62,73 | 67,63 | 73,68 |

**PEMERINTAH KABUPATEN PEMALANG**
**DINAS PENDIDIKAN DAN KEBUDAYAAN**
**SEKOLAH DASAR NEGERI 0I BLIMBING**
Alamat : Jl. Raya Ampelgading kode pos 52364

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# SURAT KETERANGAN

Nomor: 421.2/20/III/2008

Yang bertanda tangan dibawah ini:

Nama : Rawud Ismayana, AM.Pd

NIP : 130453356

Jabatan: Kepala SD Negeri 0I Blimbing

Menerangkan bahwa:

Nama : Retno Sumarni

NIM : A.320040365

Jurusan: Bahasa Inggris (Universitas Muhammadiyah Surakarta)

Mahasiswa tersebut diatas benar-benar telah mengadakan penelitian di SDN 0I Blimbing pada bulan Februari - Maret 2008.

Demikian surat keterangan ini dibuat dengan sebenar – benarnya dan agar dipergunakan sebagaimana mestinya.

Blimbing, 31 Maret 2008
Kepala SDN 0I Blimbing

Rawud Ismayana, Am.Pd
NIP: 130453356