THE CORRELATION BETWEEN THE USE OF REALIA MEDIA AND STUDENTS' VOCABULARY MASTERY

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Info Artikel	Abstract
	Realia media is a real object that used in teaching learning to help the teaching process to be more effective. this media involves almost all five senses from seeing, touching, hearing, observing directly and providing real experience to students. real media here is classified into three kind there are: real objects, artificial objects, and modified artificial objects (similar to real objects). The use of this media can help the process of introducing new vocabulary to be easily remembered and can explore more vocabulary even though only from one object. The aim of this study is to find out how is the significant correlation between the use of Realia media and student vocabulary mastery at seventh grade SMPIT Umuul Qurro Tasikmalaya. This research is quantitative research with a correlational quantitative research design. The research sample was 35 students from 72 students who became the population. In taking sample the researcher used the Simple Random Sampling technique. Data collection techniques by distributing questionnaires related to the use of Realia media and vocabulary tests to find out how far the mastery of student vocabulary. The data analysis technique used is descriptive and inferential using the product moment correlation formula. Based on the results of data processing and analysis using the spss 25 program, the results of the correlation between the use of Realia media and student vocabulary mastery 0.677. this result is at the "strong" level because the value of 0.677 is in the Coefficient Interval 0.60-0.799 with a significance value of 0.000 less than 0.05 or 5%. it is concluded that H0 is rejected, and Ha is accepted. Means, there is a significant correlation between the use of Realia media and student vocabulary mastery at seventh grade SMPIT Umuul Qurro Tasikmalaya.

Introduction

Media on learning process generally can be referred as a tool that used by teachers to convey information or messages related to material. It has function as a carrier the information from the source to the recipient or from the teacher to the students, so that student can grasp the presented material well. By using media, the learning is expected to attract students' interest and enthusiasm and inspire them to find that learning English to be a exciting endeavor. It creates a learning atmosphere fun, enjoyable, interesting, variated and un-bored class situations.) Currently, learning media are very necessary for both teachers and pupils, the types and models of media that employed are becoming

increasingly numerous and variations, such as the use of media by projector, laptop, card, picture, board, many game application, props, radio, recorder etc. The main goal is to facilitate student comprehension of the subject matter, teachers are more competitive in their pursuit of professional development. basically, there has never been a reliable medium for any educational program, each media must have their own advantages and disadvantages. the teacher's job is to amplify the flaws in a learning media and identify what has already become a weakness in that media in order to develop an effective learning program and dynamic learning communities. In order to understand what appropriate media is for education, a teacher should first identify the type of education that will be conducted, then work to match the medium to the student's needs so that the student may complete the purpose of the learning. Then, the teacher role is to amplify the flaws in a learning media and identify what has already become a weakness in that media in order to develop an effective learning program and dynamic learning communities. In order to understand what appropriate media is for education, a teacher should first identify the type of education that will be conducted, then endeavor to adapt the media to the learner's requirements in order to fulfill the learning objective.

Learning media tends to helps teacher make learning more engaging and dynamic for students. Realia media is the one of media that can be apply for students. This media falls under the visual media category, which emphasize the use of sight. But it does make possible that this media is also included in audio media because the objects that can be seen have sounds to be heard such as animals, electronic devices, musical instruments and others. The delivery of learning materials with this media can use the real objects, or the modified of real object and specimen to serves the direct experience for student. The real object that as media are ways to communicate information through actual or authentic objects that are absence of any major alterations. so that students can see and hold it directly to be observed, provide an interesting impression and stimulate student enthusiasm. Additionally, students have the ability to retain information rapidly, make positive impressions on students through the objects they observe, and apply what they learned after they have finished their studies.

Asyar (2011:54) explicates that actual media is a shape that can be observed, touched, or experienced by the ignorant so as to provide them with silent benefit. Meanwhile, in the opinion of Uno (2012:117), a Realia is the real object that used as an instructional material. On the other hand, as declared by Munadi (2008:108), there are three types of real media: specimen, modified real things, and unmodified real things. From these definitions, realia media can be defined as direct media that uses real items to help students learn concepts. through the use of this real object, teaching and learning activities can involve all the senses of students, especially the senses of sight, touch and hearing. For instance, when teaching language related to electronic device mastery, teachers should prepare these items and may bring the little items into the classroom, such as a laptop, tiny juicer, iron, and others. However, if the thing is large like a refrigerator, washing machine, or oven the teacher can invite students out of the classroom to see the object or the teacher make the miniaturize of object so present it to the student.

Based on interview with the English teacher of SMP IT Ummul Qurro Tasikmalaya, was found that many students felt difficult to learn English lesson. It was known at evaluating learning time, when the teacher give the question about what kind of lesson that difficult to learn, and English lessons are one of the lessons that fall into that category for them. They failed to understand the sentence because they was unable to comprehend the meaning of the word, the text and the lesson well. This is due to the lack of vocabulary owned by students. They come from a variety of elementary school background, some have been taught English since elementary school, while others are unfamiliar with it at all So it is caused the unequal ability of students to know basic vocabulary in English. Besides that students also still play a passive in adding of unknown vocabulary, they still rely on the teacher to knowing and understanding the meaning of a word.

Research Method

This research uses quantitative research. According to Sinabela (2020) quantitative research is a type of research that uses numbers in processing data to produce structured information. Sugiyono (2020:16) defines quantitative research methods as follows: research methods based on the positivist philosophy are used to examine samples in a particular population or, research instruments are used to collect data, and data analysis is quantitative/statistical, with the goal of testing the hypothesis. The sampling technique chosen by the researcher is purposive sampling technique. According to Sugiyono (2020, p. 94) purposive sampling is a data sampling technique with certain considerations. Purposive sampling is a sampling technique with special considerations so that it is feasible to be sampled. Researchers determined class 7B as a research sample with a total 35 students. The instruments used here are test and questionnaire. The data analysis used was through validity test and reliability test for the instrument hypothesis test to test the hypotheses.

Result and Discussion

Analysis data using sheet test (variable Y) and questionnaire (variable X) that has been distributed to respondents with total 35. In the sheet test was given twenty question multiple choice. In The questionnaire was given five alternative answers (strongly agree, agree, somewhat disagree, disagree, strongly disagree). can be chosen by students accordingly submitted statement. The results of the questionnaire and test are given to find out the correlation between the use of Realia media and student vocabulary mastery at seventh grade SMPIT Ummul Quro Tasikmalaya is as follows:

1. Vocabulary test (variable Y)

Table 1. Descriptive Statistics vocabulary test

	N	Min	Max	Mean	Std. Deviation
Q1	35	0	1	,57	,502
Q2	35	0	1	,80	,406
Q3	35	0	1	,80	,406
Q4	35	0	1	,80	,406
Q5	35	0	1	,80	,406
Q6	35	0	1	,94	,236
Q7	35	0	1	,46	,505
Q8	35	0	1	,80	,406
Q9	35	0	1	,94	,236
Q10	35	0	1	,57	,502
Q11	35	0	1	,94	,236
Q12	35	0	1	,60	,497
Q13	35	0	1	,66	,482
Q14	35	0	1	,57	,502
Q15	35	0	1	,74	,443
Q16	35	0	1	,46	,505
Q17	35	0	1	,71	,458
Q18	35	0	1	,69	,471
Q19	35	0	1	,57	,502
Q20	35	0	1	,69	,471
TOTAL	35	0	20	14,11	4,078
Valid N (listwise)	35				

Table 2. The Result of Recapitulation vocabulary test

NO	Incorrect (0)	Correct (1)	Total
Q1	15	20	35
Q2	7	28	35
Q3	7	28	35
Q4	7	28	35
Q5	7	28	35
Q6	2	33	35
Q7	19	16	35
Q8	7	28	35
Q9	2	33	35

Q10	15	20	35
Q11	2	33	35
Q12	14	21	35
Q13	12	23	35
Q14	15	20	35
Q15	9	26	35
Q16	19	16	35
Q17	10	25	35
Q18	11	24	35
Q19	15	20	35
Q20	11	24	35
Total	**206**	**494**	**700**

Note :

QI-Q20 = Question 1-20

From the vocabulary test data analysis tables above, it can be seen that if the student answers incorrectly the code is "0" and if the student answers correctly the code is "1". In this test, more students answered correctly than incorrectly. This means that students are able to understand well the questions given.

2. Questionnaire The use of Realia Media (Variable X)

Table 3. Descriptive Statistics variable X

Statement	N	Min	Max	Mean	Std. Deviation
The Teacher is using visual media in learning process	35	4	5	4,49	,507
In Learning, The Teacher brought the real object in the classroom.	35	4	5	4,63	,490
The visual media that used by teacher can be seen clearly in learning process.	35	3	5	4,54	,561
The real object that provided by the teacher in the classroom can be seen, touched, felt, and heard clearly.	35	3	5	4,69	,530

The real object that provided by the teacher in the classroom can't be seen, touched, felt, and heard clearly.	35	3	5	4,11	,758
I respond positively to the media that used by teachers during learning.	35	3	5	4,29	,572
Realia Media (real objects) that used in accordance with the learning theme.	35	4	5	4,71	,458
Realia Media (real objects) that used by teacher not in accordance with the material and learning objectives.	35	4	5	4,43	,502
The use of real objects (Realia) can help me to understand the learning material.	35	4	5	4,51	,507
Media Realia can be applied outside the classroom.	35	3	5	4,31	,631
The use of Realia media cannot attract my attention.	35	3	5	4,17	,664
The real objects that provided by the teacher can be observed clearly by me.	35	4	5	4,37	,490
The use of realia media can make learning atmosphere enjoyable.	35	4	5	4,57	,502
Unable to respond positively the media used by teachers during learning.	35	3	5	4,11	,676
The media that provided can stimulate my curiosity in mastery vocabulary.	35	1	5	4,43	,778
The media that used helps me focus more intently on my studies	35	4	5	4,60	,497
I am excited to learn because Media Realia is something I have never experienced before	35	4	5	4,74	,443
The use of Realia media gave me direct experience	35	4	5	4,54	,505

The provided media does not pique my interest in learning more about English.	35	3	5	4,46	,561
I find that the delivery of content is more realistic when Realia media is used.	35	2	5	4,34	,873
TOTAL	35	77	99	89,06	5,636
Valid N (listwise)	35				

Table 4. The result of recapitulation questionnaire

No	Statements	Alternative answer					Total
		SA	A	SD	D	DS	
1	The Teacher is using visual media in learning process	17	18				20
2	In Learning, The Teacher brought the real object in the classroom.	22	13				20
3	The visual media that used by teacher can be seen clearly in learning process.	20	14	1			20
4	The real object that provided by the teacher in the classroom can be seen, touched, felt, and heard clearly.	25	9	1			20
5	The real object that provided by the teacher in the classroom can't be seen, touched, felt, and heard clearly.			8	15	12	20
6	I respond positively to the media that used by teachers during learning.	12	21	2			20
7	Realia Media (real objects) that used in accordance with the learning theme.	25	10				20
8	Realia Media (real objects) that used by teacher not in accordance with the material and learning objectives.				20	15	20
9	The use of real objects (Realia) can help me to understand the learning material.	18	17				20
10	Media Realia can be applied outside the classroom.	14	18	3			20
11	The use of Realia media cannot attract my attention.			5	19	11	20
12	The real objects that provided by the teacher can be observed clearly by me.	13	22				20

13	The use of realia media can make learning atmosphere enjoyable.	20	15				20
14	Unable to respond positively the media used by teachers during learning.			6	19	10	20
15	The media that provided can stimulate my curiosity in mastery vocabulary.	16	18	1			20
16	The media that used helps me focus more intently on my studies	21	14				20
17	I am excited to learn because Media Realia is something I have never experienced before	26	9				20
18	The use of Realia media gave me direct experience	19	16				20
19	The provided media does not pique my interest in learning more about English.			1	17	17	20
20	I find that the delivery of content is more realistic when Realia media is used.	20	8	6	1		20
	Total	288	222	34	91	65	700

Based on the recapitulation table above It can be seen that the students' answers are Those who strongly agreed with the use of Realia media were more 288 student, and those who answer somewhat disagree were 34 students. That shows the teacher is able to use realia media well. Then after finding the description of the two instruments, then carry out validity and reliability tests. The items of instrument are said valid if significance < 0.05, but if significance > 0.05 items are invalid. Based on the results all question items and statements from the two variables were declared valid. Because probability or significance value all statement items < 0.05. This result obtained through SPSS 25, with this is how this research uses 20 statement items about the use of Realia Media. Next, the existing instruments valid will be retested with SPSS 25 for knowing the level of reliability, where the items included in the test are valid items only.

After that the questionnaire that has been obtained then processed, analyzed, and concluded using techniques Pearson Correlation analysis. Analysis Techniques This Pearson correlation is used for analyze data about closeness the correlation between the use of Realia media and student vocabulary mastery at seventh grade SMPIT Umuul Qurro Tasikmalaya. As for the results obtained from SPSS 25 is as follows:

Table 5. Results of Pearson Correlation analysis between the use of Realia media (X) and student vocabulary mastery (Y)

Correlations		Questionnaire	Test Vocabulary
Questionnaire	Pearson Correlation	1	,667**
	Sig. (2-tailed)		,000
	N	35	35
Test Vocabulary	Pearson Correlation	,667**	1
	Sig. (2-tailed)	,000	
	N	35	35
**. Correlation is significant at the 0.01 level (2-tailed).			

The Result from table above presents the results correlation coefficient Pearson Product Moment between two variables, they are the use of Realia media (X) and student vocabulary mastery (Y). Based on table The probability value Sig is obtained. (2-tailed) is smaller than 0.05. the value $0.000 < 0.05$, then Ho is rejected. It means there is a significant relationship between the use of Realia media and student vocabulary mastery. This result correlation also answers research hypothesis and prove it empirically that there is a relationship between the use of Realia media and student vocabulary mastery. Then to see how much the magnitude the correlation between variables (X) the use of Realia media with variables (Y) student vocabulary mastery, can be seen from the Pearson correlation value that obtained 0.667 so the relationship between the use of Realia media and student vocabulary mastery at seventh grade SMPIT Umuul Qurro Tasikmalaya. is 0.667. This relationship can be seen in Correlative coefficient interpretation table follows:

Table 6. Interpretation of Correlative Coefficients

Coefficient Interval	Relationship Level
0,00 – 0,199	Very Low
0,20 – 0,399	Low
0,40 – 0.599	Medium
0,60 – 0,799	Strong
0,80 – 1,000	Very Strong

Source: Sugiyono, 2015:231

The value of 0.667 in the coefficient interval correlation is in the range 0.60 – 0.799. So, the relationship level of use Realia media in student vocabulary mastery for seventh grade SMPIT Ummul Qurro Tasikmalaya falls into the "strong" category. Based on the calculations result above, can be seen that the relations   hip between the use of Realia media and student vocabulary mastery is in the medium category because the

figure 0.667 is between 0.60 – 0.799. To be able to provide interpretation that relationship, it can be used guidelines as in table 4.9. After that, to test the significance of the relationship found applies to the entire population, then need to test the significance of Product correlation Moments as follows:

Table 7. Coefficients significance

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-26,545	22,082		-1,202	,238
	Questionnaire	1,273	,247	,667	5,143	,000
a. Dependent Variable: Test Vocabulary						

Based on the results of table 4.10 above show that the significance value of questionnaire is 0.000, which is smaller than 0.05, then an alternative hypothesis can be stated (Ha) which states there is a correlation between the use of Realia media and student vocabulary mastery is accepted, and the null hypothesis (Ho) is rejected. So in conclusion, the correlation coefficient between the use of Realia media and student vocabulary mastery it was 0.667 and it is significant, it means that the coefficient can be generalized to any population, where the sample was taken on 35 students. The findings data from variable X (Realia media) and Y (vocabulary test) above processed by SPSS 25 program and was found that the factor of using Realia media has a correlation with the student vocabulary mastery in the learning process teaching and learning process, this is evidenced in table 4.10 that states there is a correlation between the use of audiovisual learning media with student interest amounting to 0,667.

The correlation between the use of Realia media and student vocabulary mastery is at the "strong" level, because the accumulation of respondents' answers is at the level between 0.60 - 0.799. The level of this category can be seen in table 4.11 above. The result of coefficient is 0.000, which is smaller than 0.05, then an alternative hypothesis can be stated (Ha) which states there is a correlation between the use of Realia media and student vocabulary mastery is accepted.

Conclusion

The results of descriptive data analysis show that the efforts made by the teacher in the application of the use of realia media from the results of the questionnaire distributed to 35 students with 20 statement items obtained as many as 228 results of

answers strongly agree,222 answers agree, 34 on the answer to the somewhat agree, 91 on the answer disagree and 65 on the answer strongly disagree. Meanwhile, here is a significant correlation between the use of Realia media and student vocabulary mastery at seventh grade SMPIT Ummul Quro Tasikmalaya. Based on the results of hypothesis testing, by using the product moment formula using IBM SPSS Statistics 25, the results obtained were 0.677 at a significant level of 5%. The interpretation of the value of 0.677 is at a value of 0.60-0.799 which means it has a "strong" correlation. Then the significance result is 0.000 which is < from 0.05 so it is concluded that Ho is rejected, and Ha is accepted. Means, there is a significant correlation between variable X and variable Y at VII grade students of SMPIT Ummul Quro Tasikmalaya.

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