An Analysis of Second Grade of Elementary School Students' Ability in Learning Words Using Real Fruit Objects

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Abstrak

Masalah dalam penelitian ini adalah seberapa efektif penggunaan benda-benda nyata dari buah-buahan terhadap kemampuan siswa untuk belajar kosa kata. Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan benda-benda nyata cukup efektif dalam kemampuan siswa untuk belajar kosa kata. Populasi dalam penelitian ini adalah 192 siswa kelas 2 SD Brigjend Katamso Tahun Pelajaran 2014/2015. Sampel dalam penelitian ini adalah 42 siswa yang terdiri dari 23 siswa, dan 19 siswa. Dalam penelitian ini, metode yang digunakan dalam pengumpulan data adalah dengan menggunakan kualitatif dan kuantitatif. Dalam metode kualitatif, peneliti menggunakan observasi selama proses pembelajaran di kelas. Sedangkan pada metode kuantitatif peneliti menggunakan soal berupa tes pilihan ganda. Dalam penelitian ini, media yang digunakan dalam pengumpulan data berupa kertas. Hasil penelitian menunjukkan bahwa penggunaan benda nyata cukup efektif dalam pembelajaran kosakata. Penelitian ini didasarkan pada hasil kemampuan siswa yang mencapai skor rata-rata 89,4. Ada 37 siswa yang mendapat nilai 80-100, 5 siswa yang mendapat nilai 66-73. Hasil tersebut dapat disimpulkan bahwa siswa dapat dikategorikan mampu. Penggunaan benda-benda nyata dalam pengajaran kosakata membuat siswa lebih antusias dan menikmati proses belajar mengajar. Siswa senang karena dapat mencicipi buah-buahan dan dapat aktif menjawab pertanyaan dengan mudah. Jadi guru harus mampu menciptakan situasi yang menyenangkan dalam proses belajar mengajar.
Kata Kunci: kemampuan pemahaman siswa, benda-benda nyata, kosakata, Bahasa Inggris

Abstract

The problem in this study is how effective the use of real objects from fruits is on students' ability to learn vocabulary. The purpose of this study was to determine whether the use of real objects was quite effective in students' ability to learn vocabulary. The population of this study was 192 students in grade 2 SD Brigjend Katamso2014/2015. The sample in this study was 42 students which consisted of 23 students, and 19 students. In this study, the method used in collecting data is by using qualitative and quantitative. In the qualitative method, the researcher uses observation during the learning process in the classroom. While in the quantitative method, the researcher uses questions in the form of a multiple-choice test. In this study, the media used in data collection was in the form of paper. The results showed that using real objects was quite effective in learning vocabulary. This research is based on the results of the students' abilities who achieved an average score of 89.4. 37 students get 80-100 and 5 students score 66-73. These results can be concluded that students can be categorized as capable. The use of real objects in teaching vocabulary makes students more enthusiastic and enjoys the teaching and learning process. Students are happy because they can taste fruits and can actively answer questions easily. So the teacher must be able to create a pleasant situation in the teaching and learning process.
Keywords: students' understanding ability, real objects, vocabulary, English

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INTRODUCTION

Language is used as a means of communication and as interaction with members of society. People from different countries use it to communicate (Pennycook, 2017). The Indonesian government has chosen English as a second or foreign language to be taught in the schools Fansury et al., (2020); Anam & Stracke, (2020); Sulistiyo et al., (2020). English is not easy to learn by students. Most students complain that English is difficult and students feel confused when the teacher asks them about some vocabulary in English. Vocabulary is very supportive in every language. Learners can communicate without advanced grammar. In contrast, people cannot communicate without vocabulary. According to Newton & Nation, (2020); Proctor et al., (2020) vocabulary teaching and learning must fit into the broader framework of a language course. One way to make sure that there is a balanced range of learning opportunities is to see a language course consisting of four strands.

They are as follows:
1. Learning from meaning-focused input learning through listening and reading
2. Deliberating language-focused learning is teaching sound, vocabulary, grammar, and discourse.
3. Learning from meaning-focused output learning by heaving to produce language in speaking and writing
4. Developing fluency and becoming quick and confident at listening, speaking, reading, and writing.

Distinguishing the strands means that there is a balance of deliberate learning and incidental learning, learning from input and output, learning through oral and written skills, and learning and fluency development. These four strands apply to all aspects of a language course.

There are some backgrounds of teaching vocabulary in the writer's explanations. The writer wants to find out the ability of students in learning vocabulary Bernacki et al., (2020); Schmitt & Schmitt, (2020). Because there are many students have lack vocabulary, the students do not have the motivation to learn vocabulary, because English teachers are not creative to practice for them about the object in vocabulary.

Vocabulary is very essential in communication. It influences the four skills of language, namely reading, listening, speaking, and writing that will not be successful without vocabulary. Vocabulary is one of the most important parts of language to communication (Liu & Lei, 2019). As stated by Brysbaert et al., (2016); Murthy, (2020)"vocabulary is the stock of words in the language, or that is known or used by an individual." The main goal of teaching English is to make learners can communicate in English well. Learners cannot communicate in English without vocabulary.

Vocabulary must not only be known but also must be readily available to use Taslim et al., (2019); Kuśnierek, (2016). There are some students' problems in learning vocabulary. First, students get bored with learning vocabulary, because the teachers are not creative to teach. Second, students feel that English is difficult, as the writer knows that English is different in writing and pronunciation. Third, students lack vocabulary. Since primary school teachers had taught students about vocabulary to make students understood the basics of language Kuśnierek, (2016); Nartiningrum & Nugroho, (2020); Wahyuningsih & Afandi, (2020). There are many students in primary school have lack vocabulary, especially about a thing, fruits, parts of the body, animals, etc.

Based on the writer's experience in teaching practice in primary school at SD DIAN PENUNTUN, most of the students could not mention many vocabularies, for example, parts of the body, fruits, animals, and numbers. When the writer asked about some fruits in English, the students were trying to remember, but it was so difficult for them to mention. Sometimes, the material could not help the students to build their interest to study vocabulary, because the teachers only gave some examples and pictures from textbooks. Primary students have good comprehension in learning vocabularies if the teachers directly show them the object and mention it continuously in the classroom.

There are many strategies to increase students' ability in learning vocabulary. The writer tries to analyze the use of the real object in vocabulary, for example about fruits. Apple is a kind of fruit that has a red color,

round shape, and sweet taste. Based on the examples, certainly, It will add to students' vocabularies, because from one object, students will learn some vocabularies, so it can improve students vocabulary and then students are will be interested to learn it. In this case, the writer uses fruits as a real object, to teach vocabulary at second-grade primary school, because the real object of fruits is a simple object and interesting to learn in primary students.

METHOD

This study is qualitative research. Qualitative research is a method in doing this study that merely knows the problem students in analysis of the vocabulary Mays & Pope, (2020); Hennink et al., (2020). This research use observation to collect data. The research was classified into two variables, the independent variable (the using real object) and the dependent variable (vocabulary). This action research is conducted at SD Brigjend Katamso. It is located at Jl. Pinangbaris No 370, Medan Sunggal. In this research, the population of the study includes students in the second grade of SD Brigjend Katamso. The school is the previous school of researcher and research had done research in this school before. The population of the research is namely second-year students of SD Brigjend Katamso 2014/2015 academic year. The sample of this study is one class (42 students) which consists of 23 female students and 19 male students of year second SD Brigjend Katamso 2014/2015. In this study, the data was collected by using qualitative data. In collecting qualitative data, the researcher used the observation sheets focused on what was happening in the classroom (Silverman, 2020). The writer has three steps in doing the research. They are: plan, action, observation, to get some data in the research
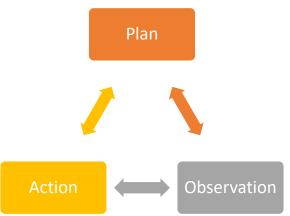

Figure 1. Procedure for Data Collection

The technique in this study was constructed from the data that were collected, the writer made an analysis comparing the data that we're collecting, the writer compared them summarizing (Nardi, 2018). This study has qualitative data is used to describe the situation during the teaching process. The qualitative data was analyzed from the observation. In this step, the writer checked the student's answer sheet and then gave a score. The writer classified the categories of each student's score.

Table 1
Students' Score Category

NO	SCORE	CATEGORY
1	81-100	Very Good
2	61-80	Good
3	41-60	Bad
4	≤ 40	Very Bad

RESULT AND DISCUSSION

Results

This study was conducted by organizing the quantitative data. The qualitative data were taken from the observation sheet, the quantitative data were taken from the score of the test. The data obtained was put in the tables. They are tables of the score and categorize students' ability in learning vocabulary using real objects of fruits. Here is the result of students who did the test.

Table 2
The List Score of Each Students Answer

Number	Students' name	Correct Answer	Incorrect Answer
1	Adzra Alfiyah	12	3
2	Anandita Ashanty	11	4
3	Anju Chintia	15	0
4	Bima Arya	15	0
5	Cahayu Madina	15	0
6	Delvina Causel	13	2
7	Fahri Prayoga	11	4
8	Firzi Alfalasamu	15	0
9	Fondly R Manulang	14	1
10	I Made Wijaya Kusuma	14	1
11	Innoza Muthya Fathi	15	0
12	Ivory Phebe Yansen	13	2
13	Janrico Samuel Sinaga	14	1
14	Jhonson R K Sihotang	13	2
15	Kathi Veneza R Manurung	14	1
16	Laura Annovha Gultom	13	2
17	Livia Cantika Indah	13	2
18	Lowisa Juniati Siregar	12	3
19	M. Aditya Prasetyo	15	0
20	M. Ichsan Sahputra	12	3
21	M. Imam Arif	13	2
22	M. Naufal Fayyas	12	3
23	Nandini Asah	14	1
24	Nadine Meydiana	15	0
25	Nafiisa Zalfa	13	2
26	Nazwa Azzahra	12	3
27	Nisa Audina	15	0
28	Nur Azliza	15	0
29	Putri Bunga Pinem	15	0
30	Ruben Siregar	10	5
31	Radika Priya	13	2
32	Regina Zefania	15	0
33	Romasi Febrina Br Sirait	15	0
34	Rabbani Mukhamil Barus	7	8
35	Sahibul Izzar	15	0
36	Samuel Ernest Saragi	15	0
37	Samuel Jonathan	14	1
38	Satria Anggara Tarigan	15	0
39	Subha Sindhu	15	0
40	Samuel Teguh	10	5

41	Wilbert	13	2
42	Yohana Agnes	15	0
	Total	**565**	**65**

From the table above, the writer found that many students can answer the test. It can be seen that:

1. 17 students got 15 correct answers, and 0 incorrect answers in the test.
2. 6 students got 14 correct answers and 1 incorrect answer in the test.
3. 9 students got 13 correct answers and 2 incorrect answers in the test.
4. 5 students got 12 correct answers and 3 incorrect answers in the test.
5. 2 students got 11 correct answers and 4 incorrect answers on the test.
6. 2 students got 10 correct answers and 5 incorrect answers on the test.
7. There was 1 student who got 7 correct answers and 8 incorrect answers on the test

Based on the students' correct and incorrect answers above, can be gotten the students' scores as follows:

$$s = \frac{R}{N} \times 100$$

Where:
S = Score of students
R = Right answer
N = Number of item

Table 3
The Percentage of Each Student's Score

Number	Initial name	Correct Answer	Score	Percentage
1	AC	15	100	100%
2	BAY	15	100	100%
3	CM	15	100	100%
4	FAG	15	100	100%
5	IMF	15	100	100%
6	MAP	15	100	100%
7	NA	15	100	100%
8	NAU	15	100	100%
9	NMS	15	100	100%
10	PBP	15	100	100%
11	RFS	15	100	100%
12	RZ	15	100	100%
13	SAT	15	100	100%
14	SES	15	100	100%
15	SI	15	100	100%
16	SS	15	100	100%
17	YAD	15	100	100%
18	SJ	14	93	93%
19	JSS	14	93	93%
20	IMWK	14	93	93%
21	FRM	14	93	93%
22	AN	14	93	93%
23	KVM	14	93	93%
24	IPY	13	86	86%
25	MIA	13	86	86%
26	WIL	13	86	86%
27	JKS	13	86	86%

28	NZA	13	86	86%
29	DC	13	86	86%
30	LCI	13	86	86%
31	RP	13	86	86%
32	LAG	13	86	86%
33	AA	12	80	80%
34	MNF	12	80	80%
35	NAS	12	80	80%
36	LJS	12	80	80%
37	MIS	12	80	80%
38	FP	11	73	73%
39	ARA	11	73	73%
40	RS	10	66	66%
41	ST	10	66	66%
42	RMB	7	46	46%
Total		**565**	**3756**	**3756%**

From the table, it can be seen the highest score on the multiple-choice test was 100 and the lowest was 46. The passing grade of the test is considered as the following:

Table 4
Quality of the Test Score

Score	Point	Quality
81-100	A	Very good
61 – 80	B	Good
41 – 60	C	Bad
≤40	D	Very bad

Based on the standard values above, the writer can get the students' achievement, on this passing grade, it can be seen that:
1. 32 students got to score more than 81 on the test, which was categorized as Very good
2. 9 students got to score 61-80 on the test, which was categorized as Good
3. There was 1 student who got a score of 41 – 60 on the test, it was categorized Bad

Table 5
The Distribution of Frequency of the Score

Number	Score	Tally	Frequency
1	100	IIIII IIIII IIIII II	17
2	93	IIII I	6
3	86	IIIII IIII	9
4	80	IIII	5
5	73	II	2
6	66	II	2
7	46	I	1
Total		**42**	**42**

As had been explained in the previous chapter, data are more clearly presented when scores are grouped with tally and frequency columns, to make the explanation. Based on the distribution of frequency above, it can be seen that:
1. 17 students got scored 100
2. 6 students got a score of 93
3. 9 students got a score of 86

4. 5 students got to score   80
5. 2 students got a score of 73
6. 2 students got a score of 66
7. 1 student got a score of 46

Data Analysis

The data was analyzed based on the test and the questionnaire given to the students. It was accomplished in three steps, they are planned, action, and observation. The qualitative data were collected by giving an observation sheet. The quantitative data were collected by giving a questionnaire to count the means of the students

To know the scores of all the tests, the following formula was applied:

$$\overline{X} = \frac{\sum x}{N} \times 100\%$$

$\overline{X}$ = The mean of the students' score

$\sum x$ = The total score of the students

N = The number of the students

Table 6
The Students' Ability Vocabulary in Using Real object

No	Initial name	Correct Answer	Score	Percentage	Ability
1	AC	15	100	100%	Able
2	BAY	15	100	100%	Able
3	CM	15	100	100%	Able
4	FAG	15	100	100%	Able
5	IMF	15	100	100%	Able
6	MAP	15	100	100%	Able
7	NA	15	100	100%	Able
8	NAU	15	100	100%	Able
9	NMS	15	100	100%	Able
10	PBP	15	100	100%	Able
11	RFS	15	100	100%	Able
12	RZ	15	100	100%	Able
13	SAT	15	100	100%	Able
14	SES	15	100	100%	Able
15	SI	15	100	100%	Able
16	SS	15	100	100%	Able
17	YAD	15	100	100%	Able
18	AN	14	93	93%	Able
19	FRM	14	93	93%	Able
20	IMWK	14	93	93%	Able
21	JSS	14	93	93%	Able
22	KVM	14	93	93%	Able
23	SJ	14	93	93%	Able
24	IPY	13	86	86%	Able
25	MIA	13	86	86%	Able
26	WIL	13	86	86%	Able
27	JKS	13	86	86%	Able
28	NZA	13	86	86%	Able
29	DC	13	86	86%	Able
30	LCI	13	86	86%	Able

31	RP	13	86	86%	Able
32	LAG	13	86	86%	Able
33	AA	12	80	80%	Able
34	MNF	12	80	80%	Able
35	NAS	12	80	80%	Able
36	LJS	12	80	80%	Able
37	MIS	12	80	80%	Able
38	FP	11	73	73%	Able
39	ARA	11	73	73%	Able
40	RS	10	66	66%	Able
41	ST	10	66	66%	Able
42	RMB	7	46	46%	Unable
	Total	**565**	**3756**	**3756%**	

The Ability of Students in Learning Vocabulary using Real Objects made by Second Grade Primary School

To find out the ability of students' vocabulary in using a real object, the percentage formula is used to calculate the students' scores. Then the calculations consulted to the criteria of ability, criteria for determining their ability was based on Sudijono (2011: 35), it can be seen as the following:

Table 7
The Criteria of Students' Ability

Percentage	Point	Qualitative	Ability
81% - 100%	A	Very good	Able
61% - 80%	B	Good	Able
41% - 60%	C	Bad	Unable
≤ 40%	D	Very bad	Unable

The Analysis of Students' Achievement in Learning Vocabulary using Real Object

Based on the data quantitative, there were 37 students get scores of about 80 – 100, and almost all of the students can get 81% - 100% percentage had a point of A, which means that in data qualitative students got in qualify very good and good, even though there was 1 student got 46 scores and in qualify bad, but overall students able to do the test. The data above was analyzed based on the test and the questionnaire given to the students. It was accomplished in three steps, they are planned, action, and observation. The qualitative data were collected by giving an observation sheet. The quantitative data were collected by giving a questionnaire to count the means of the students.

Table 8
The Rows of Students Qualify in Categorized

Number	Initial name	Quantitative ability	Qualitative ability	Ability
1	AC	15	Very good	Able
2	BAY	15	Very good	Able
3	CM	15	Very good	Able
4	FAG	15	Very good	Able
5	IMF	15	Very good	Able
6	MAP	15	Very good	Able
7	NA	15	Very good	Able
8	NAU	15	Very good	Able
9	NMS	15	Very good	Able
10	PBP	15	Very good	Able
11	RFS	15	Very good	Able
12	RZ	15	Very good	Able

13	SAT	15	Very good	Able
14	SES	15	Very good	Able
15	SI	15	Very good	Able
16	SS	15	Very good	Able
17	YAD	15	Very good	Able
18	AN	14	Very good	Able
19	FRM	14	Very good	Able
20	IMWK	14	Very good	Able
21	JSS	14	Very good	Able
22	KVM	14	Very good	Able
23	SJ	14	Very good	Able
24	IPY	13	Very good	Able
25	MIA	13	Very good	Able
26	WIL	13	Very good	Able
27	JKS	13	Very good	Able
28	NZA	13	Very good	Able
29	DC	13	Very good	Able
30	LCI	13	Very good	Able
31	RP	13	Very good	Able
32	LAG	13	Very good	Able
33	AA	12	Good	Able
34	MNF	12	Good	Able
35	NAS	12	Good	Able
36	LJS	12	Good	Able
37	MIS	12	Good	Able
38	FP	11	Good	Able
39	ARA	11	Good	Able
40	RS	10	Good	Able
41	ST	10	Good	Able
42	RMB	7	Bad	Unable
	Total	**565**		

Based on this passing grade, it can be seen that:
1. 32 students got a score of 81 - 100. It was very good and categorized able.
2. 9 students got a score of 61 – 80. It was good and categorized able.
3. There was 1 student who got a score of 41 – 60. It was bad and categorized as unable

Discussion

Based on the data analysis above, it was found that learning English using real objects give a significant influence on students' achievement in vocabulary Munir, (2016); Wu, (2021). The students got an increase in the vocabulary used in the real object. In the teaching-learning process, the students paid attention to the teacher and focus to look at the objects. The students were interested in the practice of teaching using the real object. It can be seen from the responses given by the students.

In this study, the using real object can add to students' vocabulary, realized from their scores, and based on the practice. Almost students got 80 – 100 scores with the presentation 89%. Based on the discussion above, students get new vocabulary through practice with the real object. The observation sheet was also supported by the qualitative data. Using real objects in the teaching-learning process has some benefits for the students' vocabulary. The students not only learn based on pictures in the book, but students can taste, and touch the object. Most of the students were interested in learning by using the real object. It seems that they felt more relaxed instead of threatened with the theory. Their motivation in learning English increased.

In conducting this study, the writers didn't get problems when collecting the data. It was enough time to research the student's scores and check students' abilities based on the observation sheet. It was easy to make the transcription of the students' vocabulary. The writer didn't need a long time to analyze, the writer only count the true and false answers by students and classify the ability of students.

CONCLUSION

Based on the finding of this study, 32 students got a score of 81-100, it was very good and categorized able. 9 students got scores of 61-80, which was good and categorized able. There was 1 student who got a score of 41-60, it was bad and categorized as unable. It can be seen from the score that using real objects can add to students' vocabulary. In this case, students were able to learn vocabulary using a real object. The writer find out the mean of students' scores was 89, 4. It is concluded that real object is effective to increase students' ability in learning vocabulary. Students were able to mention kinds of fruits with different tastes, colors, and shapes. Even though the objects were limited, it was enough for a beginner. Students were able to answer the questionnaire with good scores. Students enjoyed and focused when the teaching-learning process. Most of the students were interested in learning vocabulary by using the real object because they like the fruits and they can taste the fruits. In this case students not only learn theory, but they can practice with the object, so they can be fast to remember it.

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