

Improving Students' Vocabulary Mastery by Using Realia at The First Semester of Pharmacy Program

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ABSTRACT

This study of the research is aims to find out: 1) the improvement of the students' vocabulary mastery by using realia at the first semester of pharmacy program in STIKES Bhakti Husada Mulia Madiun. 2) the effect of teaching learning process when the teaching vocabulary by using realia. The researcher conducted a classroom action research from October to December at the first semester of pharmacy program. The subject of the research of the first semester pharmacy program that consist of 22 students. researcher using four English skill, mainly: planning, implementing, observing and reflecting. The data was analyzed in qualitative and quantitative method. The qualitative data were obtained from observation sheet, While the quantitative data from the result of vocabulary test. it was carried out in two cycle and each cycle was carried out in one meeting. The researcher makes four steps. There are: planning, implementing, observing and reflecting. The instrument used were the vocabulary test, and observation. The finding indicated that using realia could improve the student's vocabulary mastery. in the preliminary study there were 0% out of 22 students got scores 75, as the criteria of success. In the first cycle the score increased: there were 13 (58,1%) out of 22 students got scores equal 55 up to 72 and the second cycle, there were 19 (87,09%) out of 22 students were active in teaching and learning process. And get score 75 up to 100. The scores had fulfilled the criteria of success that is 75. Besides that, there were good effect in the teaching and learning process. Such as the students more active in following the teaching and learning process using realia it also improved student's participant in learning vocabulary and the students could focus more on the lesson.

INTRODUCTION

English as International language and one of the important lessons that the students have to study at schools and is taught as a compulsory subject at the junior high school. By mastering English, they will be able to get knowledge. Vocabulary is a total number of words that make up a language Hornby, (1997:419). Graves (2016) states that students' vocabulary plays essential role in learning. Students' lack of vocabulary is found in first semester pharmacy program. A study by Manuputty (2020) investigated vocabulary of children and adolescents in the Maranatha congregation, Sayosa Village, Sorong Regency. After implementing pictures, the students can understand better in learning process. Another study was conducted by Khafidhoh (2019) who tested seventh grade students of SMP N 1 Imogiri and found that picture affects student learning outcomes in terms of vocabulary. Another study conducted by Liando (2022) showed that picture greatly influences students' vocabulary. Where a significant improvement in students' vocabulary occurred after applying pictures card in learning process. Similar study related to picture card implementation also done by Wongngam (2021) and found picture cards play a significant role as a kind of effective teaching and learning materials that can be widely utilized to increase students' vocabularies. Based on the information obtained from the researcher's observation at STIKES Bhakti Husada Mulia Madiun, it was found that many students still had difficulties in learning English, especially in mastering vocabulary. it was known that from one classis at the first semester in Midwife Program, shows that their learning English especially on vocabulary was still low. From the result of the passing grade of English lesson in STIKES Bhakti Husada Mulia Madiun had determined is 70. The criteria of success are 80%. It means that 80% of the total students (22 students) of pharmacy Program must get 70 or more.

Realia is unreal thing that can be seen, touched and felt (Longman, 2001:208). Using realia helps to make English lessons memorable by creating a link between the objects and the word or phrase they represent. The researcher found the similar study that is relevant with this study. Ratih Purnamasari (2017) conducted a research entitled "*Increasing Students' Vocabulary Mastery Using Realia*". Her study focused on teaching English in Junior High School at the seventh grade. She did her study in SMP Negeri 1 Sungai Raya in Academic Year 2017/2018. At her research, the minimum standard competence (KKM) was still 70. The result of her study shows that the students' vocabulary mastery increased by applying scramble letter. This present study that the researcher conducted is different from the previous study, the researcher applying realia as media to teach the students' vocabulary.

METHOD

The design of this research was classroom action research (CAR) using Kemmis &

Mc. Taggart’s model (in Arikunto, 2010:16). This research investigates teaching and learning activity by using realia to improve students’ vocabulary. The subjects who were involved in this research were the First Semester of Pharmacy Program of STIKES Bhakti Husada Mulia Madiun in academic year 2024/2025. The researcher acts as the English teacher who applies realia in the class.

Figure 1. shows model describing the classroom action research plan.

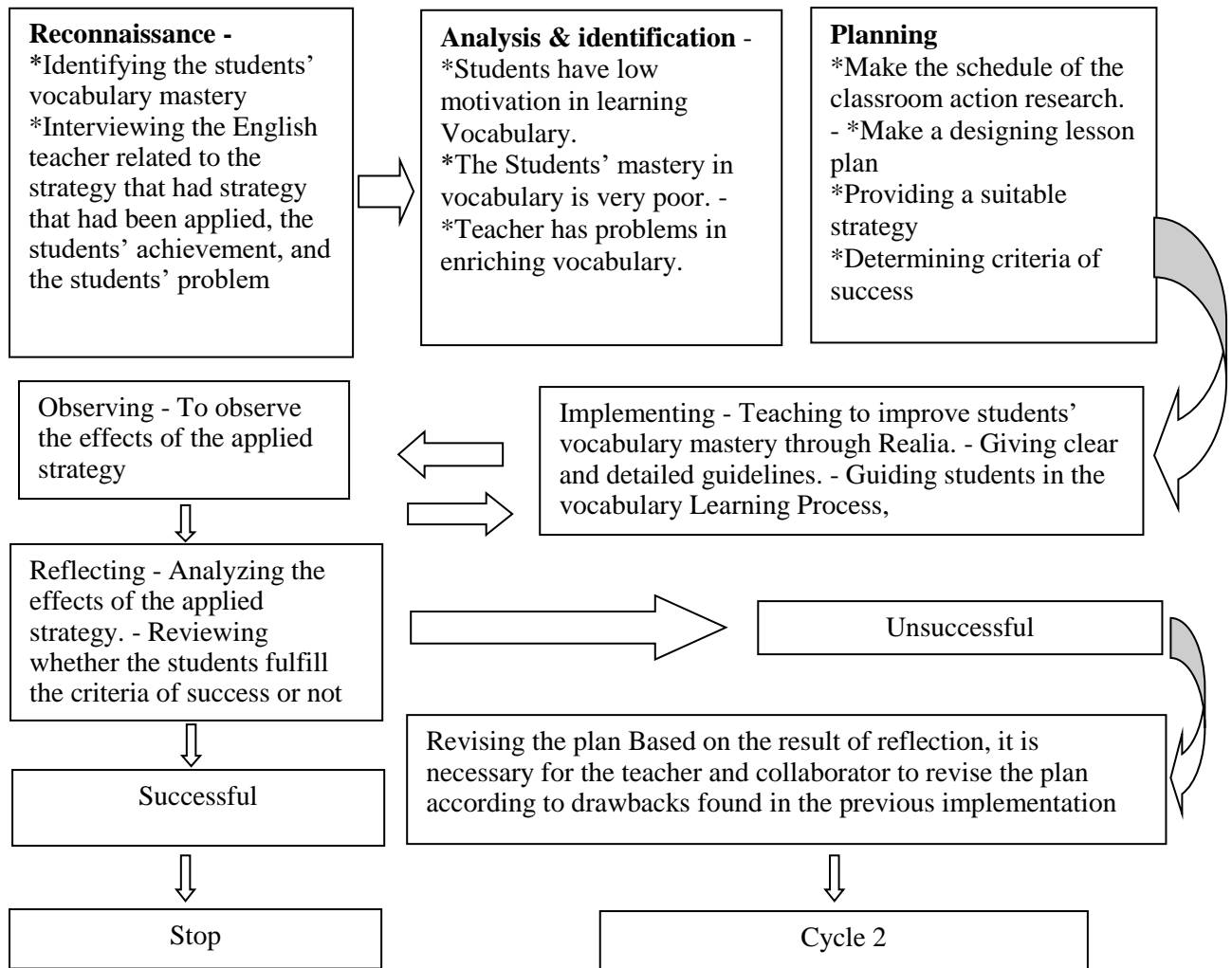


Figure 1. The Procedure of Classroom Action Research

Adapted from Kemmis and Mc Taggart’s model (in Arikunto, 2010:16)

Based on Kemmis and Mc Taggart’s model (in Arikunto, 2010:16), the classroom action research phase is Planning; Planning is the first step in which the researcher planned. 2. Implementing In this stage, everything had been planned in the previous stage is implemented. 3. Observing It is the next stage after planning and acting 4. Reflecting Reflecting is the final of these stages.

The instrument is a mean used by the researcher to collect the data. The instrument in this research are;

- Interview sheet.
- Observation guide.
- Documentation.
- Field notes

The technique used by researcher to increase the validity and reliability of instrument in this research is called Triangulation. “Triangulation is defined as technique of collecting data by combining of some different techniques of collecting data and some different data sources” (Sugiyono, 2009:83). Data Collecting Technique triangulation

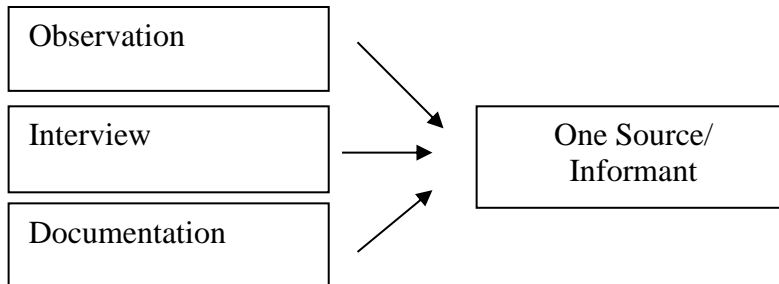


Figure 2. Data collecting technique triangulation

The classroom action research was conducted for 3 months in the first semester of the academic year 2024/2025 that was in october 2024. Before the researcher starts doing the research, she observed the teaching learning process in the class, and then the other English teacher is teaching. The study was conducted at STIKES Bhakti Husada Mulia Madiun in the academic year 2024/2025. This school is college located at Jl. Taman Praja, No 25, Kec. Taman. Kota Madiun There were 22 students as the subjects of study. The class had 22 females. The location which is chosen by the research is STIKES Bhakti Husada Mulia Madiun. This location was chosen because this college needs to be renewed in teaching-learning English in which many students have difficulties in memorizing vocabulary, so that, students in the classroom are passive and less creative. Consequently, the students still get less achievement in the English lesson. The researcher used observation to evaluate the process of the use realia in learning vocabulary. The students' observation sheets, it is used to observe the students' activity in the class during the teaching and learning process. The test was used to get students' scores or to measure the students' achievement in comprehending the material at the end of each cycle. The test was administered in the third meeting of each cycle to measure quantitatively whether or not the criteria of success had been achieved. In this study, there were 20 questions related to the topic.

This research is classified as Classroom Action Research. According to Arikunto (2014, p. 130) classroom action research is accuracy against the activity that is carried out intentionally and it takes place in the class. In addition, this classroom action research was done in a cycle model. Lewin in Arikunto (2014, p. 131) explains that there are four

stages to do action research in cycle namely Planing, Acting, Observing, and Reflecting. Planning is the first step to prepare the teaching. Then the researchers planned several things, including: developing learning strategies, preparing teaching materials, and determining assessment criteria. In the action stage, the researchers enforced the plan that had been made. Observations paid attention to events in the classroom and interactions between teachers and students. In addition, reflection is an activity to analyze students' scores in speaking tests conducted at the end of these studies. The results of this reflection were used as a basis for consideration to revise the strategy that would be applied in the next cycle if problems need to be solved. This research was carried out in STIKES Bhakti Husada Mulia Madiun.

ANALYSE AND DISCUSSION

The researchers had three months to conduct the research in STIKES Bhakti Husada Mulia Madiun in pharmacy program. Researchers observed students' skills to vocabulary. Firstly, the researchers observed the classroom situation for three weeks in December 2024. During those weeks, the results of the observation showed that the students' vocabulary in the first semester of pharmacy program was low.

The preliminary test was done before the implementation of technique. It was administered on Wednesday, Oct 12th 2024. There were twenty questions which the students carried out the test during 30 minutes (see appendix 1). This was the table of students' score in preliminary test.

Table 1. The Result of Students' Preliminary Test Score

| No | Students Name | M/F | Score | Passing | Fail |
|----|---------------|-----|-------|---------|------|
| 1 | SRN | F | 72 | (✓) | |
| 2 | TRH | F | 76 | (✓) | |
| 3 | RGH | F | 74 | (✓) | |
| 4 | HGN | F | 72 | (✓) | |
| 5 | MKL | F | 58 | | (✓) |
| 6 | HJK | F | 60 | | (✓) |
| 7 | NMH | F | 60 | | (✓) |
| 8 | BHG | F | 72 | (✓) | |

| No | Students Name | M/F | Score | Passing | Fail |
|----|-------------------|-----|-------------|--------------|------------|
| 9 | VVB | F | 58 | | (✓) |
| 10 | FRT | F | 56 | | (✓) |
| 11 | SWD | F | 74 | (✓) | |
| 12 | AQE | F | 60 | | (✓) |
| 13 | QSX | F | 58 | | (✓) |
| 14 | CVB | F | 74 | (✓) | |
| 15 | VGT | F | 72 | (✓) | |
| 16 | DRR | F | 60 | | (✓) |
| 17 | OKL | F | 58 | | (✓) |
| 18 | OPP | F | 62 | | (✓) |
| 19 | YHK | F | 72 | (✓) | |
| 20 | UJJ | F | 64 | | (✓) |
| 21 | GVM | F | 60 | | (✓) |
| 22 | EFG | F | 60 | | (✓) |
| | Total | | 22 | 9 | 13 |
| | Percentage | | 100% | 41% | 59% |
| | Mean Score | | | 65.09 | |

The finding of the study can be explained as follow: In writing test some student confused to write the Medical Equipment especially in rearrange the word. They were confused because the spelling was different from pronunciation. Most of them could not arranged words correctly. The students' mastery in cycle 1 obtained from the exercise given. The result showed that four students got 58, six students got 60, one student got 62, one student got 64, five students got 72, three students got 74, one student got 76. The students' average score was 65.09.

Table 2. The Result of the Test Cycle 1

| No | Students Name | M/F | Score | Passing | Fail |
|----|---------------|-----|-------|---------|------|
| 1 | SRN | F | 74 | (√) | |
| 2 | TRH | F | 76 | (√) | |
| 3 | RGH | F | 76 | (√) | |
| 4 | HGN | F | 76 | (√) | |
| 5 | MKL | F | 58 | | (√) |
| 6 | HJK | F | 60 | | (√) |
| 7 | NMH | F | 60 | | (√) |
| 8 | BHG | F | 76 | (√) | |
| 9 | VVB | F | 60 | | (√) |
| 10 | FRT | F | 58 | | (√) |
| 11 | SWD | F | 76 | (√) | |
| 12 | AQE | F | 72 | (√) | |
| 13 | QSX | F | 60 | | (√) |
| 14 | CVB | F | 78 | (√) | |
| 15 | VGT | F | 76 | (√) | |
| 16 | DRR | F | 60 | | (√) |
| 17 | OKL | F | 60 | | (√) |
| 18 | OPP | F | 72 | (√) | |
| 19 | YHK | F | 78 | (√) | |
| 20 | UJJ | F | 72 | (√) | |
| 21 | GVM | F | 72 | (√) | |

| No | Students Name | M/F | Score | Passing | Fail |
|----|-------------------|-----|-------------|--------------|------------|
| 22 | BNA | F | 78 | (√) | |
| | Total | | 22 | 14 | 8 |
| | Percentage | | 100% | 64% | 36% |
| | Mean Score | | | 69.67 | |

From the table above, it showed that only 20 or 64% students passed the posttest 1. Most of them, 8 or 36% students, did not pass the test. 2. Finding of Cycle 2 The findings on cycle 2 can be done by doing 2 phases. This phase consisted of three meetings, these are meeting I, meeting II and meeting III. 1). Meeting I in this meeting, the students had to do as previous meeting in cycle 1, using realia, again with the same material. The researcher concentrated in spelling and made them more attractive. The researcher asked the students to come forward and mentioned the medical equipment that they knew on the visual aids. One by one they were asked to show and say what the medical equipment that she held, for example “baker”. The researcher asked her “what is this?” with another object. After that, the researcher mentioned the medical equipment, for example “baker” and asked the students to point on themselves and repeats it. Most of students were able to answer correctly. And after all finished, the researcher asked the students to do exercises on the whiteboard. They could answer with the spelling correctly. The researcher for a while concluded that the students had accepted all the material successfully. 2). Meeting II And meeting III. In the last meeting the teacher gave them the test related to the sub topics that had been presented in cycle 2. Time was given to do the test in 30 minutes. The students were given paper test and answered all questions correctly. After they had finished answering all questions they could submit the answer sheet and took a rest out class.

The students’ mastery was obtained from the test given. The result showed that two students got 58, six students got 60, four students got 72, one student got 74, six students got 76, and three students got 78. The average score was 69.67. The result of the students’ score posttest 2 can be seen in table 4.3. Table 4.3: The Result of the Test Cycle 2.

Table 3. The Result of the Test Cycle 2

| No | Students Name | M/F | Score | Passing | Fail |
|----|---------------|-----|-------|---------|------|
| 1 | SRN | F | 80 | (√) | |
| 2 | TRH | F | 84 | (√) | |

| No | Students Name | M/F | Score | Passing | Fail |
|----|-------------------|-----|-------------|--------------|------------|
| 3 | RGH | F | 88 | (√) | |
| 4 | HGN | F | 88 | (√) | |
| 5 | MKL | F | 72 | (√) | |
| 6 | HJK | F | 80 | (√) | |
| 7 | NMH | F | 82 | (√) | |
| 8 | BHG | F | 84 | (√) | |
| 9 | VVB | F | 80 | (√) | |
| 10 | FRT | F | 82 | (√) | |
| 11 | SWD | F | 80 | (√) | |
| 12 | AQE | F | 88 | (√) | |
| 13 | QSX | F | 68 | | (√) |
| 14 | CVB | F | 86 | (√) | |
| 15 | VGT | F | 86 | (√) | |
| 16 | DRR | F | 64 | | (√) |
| 17 | OKL | F | 68 | | (√) |
| 18 | OPP | F | 80 | (√) | |
| 19 | YHK | F | 84 | (√) | |
| 20 | UJJ | F | 84 | (√) | |
| 21 | GVM | F | 80 | (√) | |
| 22 | BNA | F | 64 | | (√) |
| | Total | | 22 | 18 | 4 |
| | Percentage | | 100% | 80% | 20% |
| | Mean Score | | | 79.09 | |

From the table above, it showed that only 25 or 80% students passed the posttest 2. Most of them, 6 or 20% students, did not pass the test. More detail about the students' score can be seen in appendix 18. Based on the second cycle, the researcher assumed that the action could be stopped because the students' vocabulary mastery was grown better than before. So, the researcher decided that the action did not be continued 3rd cycle. From the table above there was significant improvement since the implementation of realia. In the pretest on preliminary study only 13 or 41% students who passed on the test. In the first cycle's posttest there were 20 or 64% students who passed on the test. There was improvement between the result in preliminary study and posttest in cycle 1, but it did not meet the percentage of passing grade. And the result of posttest in cycle 2 there were only 6 students who failed. It meant that 20% of students passed the test and it met the criteria of success. The response of the students' questionnaire in implementation of realia was most of them enjoyed that the realia as technique was used in teaching and learning process. This technique also increased the students' motivation and interest in mastering vocabulary. And they wanted to learn using realia in mastering vocabulary. The researcher concluded that the students like this technique especially in learning English Vocabulary. More about result of students' questionnaire see appendix 19.

Discussion

The discussion the researchers had three months to conduct the research in STIKES Bhakti Husada Mulia Madiun of pharmacy program. Firstly, the researchers observed the classroom situation for three weeks in December 2024. During those weeks, the results of the observation showed that the students' vocabulary in the first semester of pharmacy program was low. Another study that supports the results of this study was carried out by Donal (2012) and was conducted on second semester students of the Agribusiness Study Program at Pasir University, Rokan Hulu Regency. Classroom Action Research (CAR) was carried out in order to increase students' vocabulary using pictures in teaching English courses. The results of this study indicate that there was an increase in the number of vocabularies as seen from the average student score which increased from 53 to 63. It is also proved by Octaberina (2020) that investigated students in Nida Suksa School, Thailand and found by using picture cards, the student can understand the text more, and enjoy English learning.

They were enjoying because learning English did not make them get bored and confuse easily. The students were happy when realia used in teaching and learning process. They felt interested in doing activities since they liked to do realia and have fun with friends. Who stated that young learners frequently take great pleasure in finding and creating fun in what they do. In conclusion, the First Semester of pharmacy Program students were interested in learning English. The vocabulary mastery of the students could improve by using realia. Observation was used to record the data about certain

aspects during the teaching and learning process. In this study, observations were used for two aspects. First, the observation was used to watch closely the teaching and learning process through the students and teacher actions. The observation was done before and during the implementation of realia in the class. The second observation was used to record students' participation in the class during implementation of realia. In the observation phase started from preparing lesson plan, explaining the material until the test both in cycle 1 and 2 all activity was done by both the researcher and the students during implementation of realia

Classes become ineffective because students feel anxious or afraid when speaking in class Afrizal (2015). The improvement of students' vocabulary is as a result of picture card usage in learning process. It is supported by Rizki et al (2013) who investigated students in State Elementary School 01 Rancawuluh and found vocabulary improvement. This result of questionnaire is supported by Permana (2020). Permana emphasizes that using interactive media such as pictures had been proved to be beneficial in creating positive atmosphere and enjoy ways of learning. The classroom situation was active and And Maya, M., & Habeebanisya. (2022) that the Work in Pairs method positively affects students' speaking skills in English.

CONCLUSION AND SUGESTION

The study was used the Classroom Action Research (CAR) method to solve students' problem. In this study, the researcher used the Kemmis and Mc. Taggart design consisted of four phases. Those were planning, implementing, observing, and reflecting. Based on the phase that had did by the researcher, it could be summarized that, in general, this study was successfully in improving students' vocabulary mastery using realia at the First Semester of Pharmacy Program in academic year 2024/2025. In addition, the students were more active in the teaching learning process. The implemented technique gave positive result on the students' scores. The criteria of success are achieved when 75% of individual students' score in vocabulary is equal to or above 70. In fact, the result of the test showed that after the implementation of realias 18 students (80%) get the score above 70 (KKM) and the average score is 79.09. Realia could be used as an alternative media for teacher in helping the students memorize vocabulary by following procedures: 1) The researcher asked the students to come forward and mentioned the medical equipment that they knew on the visual aids. One by one they were asked to show and say what the Fertilization that she touched, 2) The researcher asked her "what is this?" with another object. After that, the researcher mentioned some medical equipment, and asked her. By analyzing students' score in preliminary study, the researcher found that the students' scores were low. Their mastery of English vocabulary needed to be improved. Only 9 students among 22 students could pass the test in preliminary study. From the first cycle, the researcher found out that the students' vocabulary mastery was

increasing. There were 14 students who passed the vocabulary test while the other 8 students were unsuccessful. Compared with the result of the vocabularies test increased from 41% to 68%. However, this cycle was unsuccessful. Then, from the second cycle, there was a significance development in the students' vocabulary mastery. In the second cycle, there were 18 students who passed the test and 4 failed. It means that more than 80% of the students (70.09%) were able to do the test given by the researcher while 6 students (20%) were not able to do the test. From this research, it can be concluded that implementing realia can improve the students' vocabulary mastery.

Suggestion

Based on the findings of the semantic mapping implementation, some suggestions are addressed to: 1) The teacher It is suggested for the English teacher to improve students' vocabulary mastery through mnemonic strategy appropriate with the material. The students will be motivated and interest in teaching and learning process, 2) The students from the action research done especially in STIKES Bhakti Husada Mulia Madiun, the technique will help the students to improve their vocabulary mastery in four language skills: reading, speaking, listening and writing. The teachers advisable to use strategy continuously because those are having many advantages in supporting the teaching learning process, 3) The next researcher for further researcher, this study can be used as contribution to do further research, especially in the junior high school with different subjects, or different design, such as to improve students' vocabulary mastery

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