

IMPROVING PUPILS' VOCABULARY MASTERY BY USING REAL OBJECTS AT GRADE II OF ELEMENTARY SCHOOL 19 OLO - NORTH PARIAMAN

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Abstract

This article was Classroom Action Research that to draw about real objects for increasing the pupils' vocabulary at the second grade of Elementary School 19 Olo North-Pariaman, and the factors were influence of the pupils' vocabulary pupils' vocabulary by using real objects. The research was done in two cycles. In conducting the research, the researcher was helped by a collaborator in doing plan, action, observation, and reflection. The data in this research were analyzed quantitatively and qualitatively. The quantitative data were analyzed through data gotten from task and test. Then, the qualitative data gotten from observation and field notes. the test design based on indicators which collections of theories about vocabulry test for young learners yaitu pronunciation and meaning. in cylce 1, the pupils' average score was t 44,25% and in cylce 2, it's improve 70,66. The findings of this research showed that the real objects can improve the pupils' vocabulary. The improvement was influenced by several factors, such as the materials, the media, the classroom activities, the teacher's encouragement, and the classroom management.

Key words: Vocabulary mastery, real objects, elementary school

INTRODUCTION

Vocabulary is a basic element in learning English. Mastering vocabulary is important for learners since vocabulary knowledge plays an important role among the four language skills, namely listening, speaking, reading and writing. In other words, it helps learners to perform their skills. Without sufficient vocabulary, the pupils cannot communicate effectively or express their ideas in both oral and written form.

Nowdays, English has been introduced in kindergartens and elementary schools. In elementary school, the English curriculum used is designed by the teacher, it is the simple material. Vocabularies should be taught in the real situation so that the meaning more easier to understand of the pupils at elementary schools. In other words, the vocabularies have the real meaning based on the context.

Dealing with English teaching and learning, at Elementary School 19 Olo North-Pariaman, the researcher's pupils were the pupils of the second grade of SDN 19 Olo North-Pariaman, who got difficulties in remembering vocabularies. Based on the preliminary research that was held in short observation, the reseacher found that 6,67% of pupils got 100 score, only 13,33% pupils got score 90, 13,33% got 60 and 66,67 % got low score. Based on the data above, most of the pupils

got score below the Minimum Standard Criteria Achievement criteria (60).

Based on the informal observation and experience, the researcher found that there were several problems that caused the pupils' low vocabulary mastery. The first, teaching activities were monotonous. The teaching technique in classroom that normally employed by the teacher didnt work well. It only focused on pictures from the English books. In teaching and learning process, the English teacher explained the lesson by writing down the words on the white board and the pupils rewrote them in their book, then, the teacher asked them to memorize the words at home. This condition made the pupils become passive and uninterested, and then they were noisy in the classroom.

The second problem was the pupils seldom practiced the foreign language in the classroom or at home. They prefered to speak in their mother tongue than English with their friends or teacher. As the result, the objective of English teaching and learning for the pupils in second grade could not be obtained optimally.

The researcher was aware that all problems of vocabulary mastery found in her classroom could be caused by the teacher's side, like the technique and media used in teaching and learning process. Without interesting media, the pupils were bored and did not pay attention in the classroom. It could be seen when the teacher asked

questions to the pupils, they could not answer them and did not know the way to respond them.

To solve the problems above, the teacher should improve the pupils' vocabulary mastery by using media in teaching and learning process. The use of appropriate media made the pupils more interested in the lesson. There are several media that can be used by the teachers in the classroom such as picture, television, authentic materials, real objects, video, etc. Because the participants in this research were the young learners, so that one possible solution was by using real objects as media in teaching learning process. The researcher chose this media designed to improve the pupils' vocabulary in English. Because the real objects were everything around us and they were used as media in teaching. By using real objects in the classroom, the pupils were familiar with the real things in their environment. The teacher selected any real objects as long as they were relevant with the topics and easy to be found, brought and applied in the classroom.

Based on the explanation above, the researcher as an English teacher was interested in conducting research to improve pupils' vocabulary at Elementary School 19 Olo-North Pariaman. In order to overcome the problems above, the researcher used real objects as teaching aid, so they motivated to learners, supported them and provided authentic information. For example, in teaching the topic of fruit, the teacher used some real objects of fruit and brought them into the classroom

Based on the background of the problem, there were some problems found in teaching vocabulary at SDN 19 Olo North-Pariaman. First, the teaching activities provided by the English teacher were monotonous. Second, the pupils never practiced English vocabulary in the classroom or at home. Third, the pupils' English achievement test results were still low.

Based on the identification of the problem above, the researcher focused this research on using real objects as media in teaching and learning process to improve the pupils' vocabulary mastery.

Based on the background of the problem, the identification and the limitation of the problem, the problems of this research were formulated in the following questions: 1) To what extent can real objects improve pupils' vocabulary mastery at grade II of SDN 19 Olo- North Pariaman? 2) What factors influence the changes of pupils' vocabulary mastery by using real objects at grade II of SDN 19 Olo - North Pariaman?

This research had a purpose to find out the answers toward the research questions above; to find out whether real objects can improve pupils' vocabulary mastery at grade II of SDN 19 Olo - North Pariaman and to find out the factors that influence the changes of pupils' vocabulary mastery through real objects at grade II SDN 19 Olo North Pariaman.

In this research, the researcher expect that the research findings have benefits both theoretically and practically.

1. Theoretically

- The result of this research can enrich the theories of teaching English at elementary school students
- It becomes a source of information about the description of using real objects in teaching vocabulary

2. Practically

- The result of this research can be beneficial for the English teachers to consider instructional media used in teaching at elementary school
- It is expected that the finding of this research can offer the further researcher who plans to conduct a research in using real objects.

Vocabulary Mastery

Vocabulary is an important aspect in learning English, because it is related to other English skills. Before stepping forward to other language skills, one should learn vocabulary. There are some experts who define vocabulary, Ur (2000:60) defines that "vocabulary is the words taught in the foreign language". It implies that vocabulary mastery either written or spoken of language as symbol of idea in foreign language for the learner. For example, if someone learns new words in foreign language, it means that someone learns vocabulary. Richards (2002:255) identifies that "vocabulary is core components of language". It indicates that vocabulary is the foundation in language itself.

Similarly, Nation (2001:33) states that "vocabulary is an essential element of foreign language acquisition". It indicates that vocabulary is the foundation in language itself.

Furthermore, Nunan (2005:60) argues that "vocabulary is the collection of words that is known by individual". In other words, vocabulary is the total number of words an individual knows to learn foreign language. Lehr (2000:1) mentions that "vocabulary is knowledge of the word including their meaning". It means that vocabulary is a number of words that have their own meaning and can be used in communicating with others.

From the statements above, it can be concluded that vocabulary is a core component to learn a language and it is very necessary to be known. By having a lot of vocabularies, they are able to create a sentence or an utterance in communication process, whether in spoken and written form.

In communication process the vocabulary used by the speakers can be classified into several forms. Lehr (2000:1) states that word can be grouped in two forms; they are oral and printed

vocabulary. Oral vocabulary used in listening and speaking, and print vocabulary used in reading and writing. It requires that students should know vocabulary used in listening, speaking, reading or writing.

Pikulski (2003:2) adds "four types of vocabularies ; they are meaning / oral vocabulary, receptive vocabulary expressive vocabulary and literate/ written vocabulary ". In brief, it can be concluded that generally there are two kinds of vocabulary. The first kind is the vocabulary that used in speaking/oral vocabulary and the second kind is vocabulary that is used in writing/ literate vocabulary.

Teaching English Vocabulary to the Children at Elementary School

There are some aspects that must considered in teaching vocabulary in the context of teaching English to children at elementary school; the first aspects is about the characteristics of the young learners. According to Ur (2000:286), "young learners learn languages better than adults". Brown (2001:87-90) explain "five categories that help the teacher to have some practical approaches to teach children; intellectual development, attention span, sensory input, affective factors and authentic meaningful learning". In other way, Scott (1990:1-2) states that "there are some characteristics of the young learner with five to seven years olds; they can talk about they are doing, they can tell about what they have done or heard, they can play activities, they can use logical reasoning, and they can use their vivid imagination". It brief that a student with the seven until eleven years old tend to play in every their activities.

The second aspect is materials since English is a new subject for them. So, a teacher has to be careful in choosing materials that make the pupils interested and love in English. Scott (1990:5) suggests that "the material for children mostly spoken word and most activities should be included movement and involve sense". It means that a teacher should teach material to understand spoken English for children and design in action form and also include the pupils' sense like ears and eyes Kelly (2010:7) offers that "a teacher should use authentic materials for the young learners because authentic materials help bring the real world into the classroom". In other words, the young learners more understand of the lesson by using authentic materials in teaching learning process.

Then, Zoldosova (2010:328) confirms that "in primary level children constantly create and modify their conception about surrounding reality". Similarly, Lepper (2001:3) utters that "the children learning materials about the world around them". In other words, the good materials for children at elementary school are about everything in their environment.

Next, the third aspect is the media. Media is one way to make students interest in learning.

Fenrich (2005:97) mentions some media in teaching and learning process that can be used by teacher ; they are audio, visual, video, animation and real objects. Newby (2000:107) offers that " using real objects for pupils at elementary school can requires learners to use all their sense; sight, smell, touch and even taste". In the other words, it can attract the pupils' attention because real objects give pupils experience with real thing in life.

The fourth aspect is classroom activities. Young learners tend to have short attention spans and a lot of physical energy (Kangshin, 2006:3). He adds that "one way to catch the pupils attention in activities should complement the activities with lots of brightly colored visuals, toys, puppets, or objects to match in teaching learning process". Teaching children is a challenge and needs entertaining and educational activities (Jordan, 2008:8).

The fifth aspect is the teacher' encouragement. Evans (2005:1) explains that "encouragement is positive feedback which focuses to improvement, it is recognizing, accepting, and conveying faith in a child". In line with the idea, Peter and Wherry (2005:8) offer that most of the children fell enjoy with words like "good job", or "that look great". Thus, it can be concluded that the teacher should motivate their students by saying some words to motivate them.

Dealing with the aspects that the teachers need master in teaching vocabulary, Kamal (2000:7) stated that "some factors that considers in the understanding of the words, they are pronunciation, spelling, grammar, meaning, length and complexity of the words". Mc.Charten (2007:15) adds that "before learning a word, the learner should know the meaning of the word, its spoken and written form, its' word part, its collocation, and synonym or antonym of it.

Based on the related theories about vocabulary above, it can be concluded that there are several indicators of vocabulary mastery. The indicators of vocabulary are pronunciation, meaning, spelling, grammar, collocation and denotation. In this research, the researcher used pronunciation and meaning of the words as the indicators of vocabulary mastery. Therefore, the researcher used the young learner as participants of the research.

Real Objects

There are some definitions of real objects. Chiarantano (2005:1) confirms that "real object refers to actual objects, which are used in the classroom to illustrate and teach vocabulary". Real objects represent the actual condition in which the learners live (Jones, 1994 :1). In other words, real objects refer to real things in the world where the teacher uses them in teaching and learning process.

Furthermore, there are some advantages of using real objects in the classroom; Jones (1994:1) argues that "real objects can motivate the pupils. The media can also be observed and handled". Next, Newby (2000:111) adds that "real objects are more

concrete, easy to get the materials, and the real objects can attract pupils' attention".

Dealing with the idea above, Badly (2010:1) supports that "using real objects in the classroom help to make English lesson memorable by creating a link between the objects with the words". The main advantage of using real objects in the classroom is to make the learning experience more memorable for the pupils (Budden, 2008:1). In brief, the use of the media in teaching are to make teaching young learners became interesting and enjoyable in the teaching and learning process.

However, there are some disadvantages of using real objects in teaching and learning process. According to Jones (1994:1) the disadvantages or limitation of using real objects are the real things, that are not always available, difficult of size or cost and unpredictable of affective learning. Newby (2000:1) adds that "using of real objects in the classroom in large class has problem for storage and some objects will be damage or broken".

Using Real Objects in Teaching

Vocabulary

A real object is a part of visual aid in teaching and learning process. Using real object is one of the most efficient techniques in teaching and learning vocabulary for young learners. Cameron (2001:85) mentions that "to give the meanings of new words for young learner, a teacher can use objects in teaching and learning process". Carmen (1990:3) adds that by using real objects that one of the most efficient techniques in teaching and learning vocabulary for learners. It means that a teacher able to use real objects as media for teaching vocabulary to the students.

In line with the idea above, according to Kumar (2009:3) "real objects are very effective and meaningful in showing meanings of a new vocabulary". He adds that "the teachers can use a concrete objects in presenting vocabulary by using real object to their pupils". In addition, Mulyana in Ruis (2009:4) adds that "real objects as real thing that teacher can bring the objects into the classroom to illustrate the meaning vocabulary". In brief, the real objects should be small enough to bring into the classroom, but large enough to be clearly seen by the pupils.

METHOD

The researcher has conducted the research in two cycles. This cycle was started on Friday, September 9th 2011, and ended on Friday, October 28th 2011. There were four meetings for each cycle with the allocation of time 2x30 minutes. The research was conducted at second grade. SDN 19 Olo North-Pariaman. The researcher chose this class because she found that the pupils' vocabulary mastery in the class was poor.

The instruments that the researcher used in this research were test and task, observation and field notes. The researcher gave vocabulary tasks and test to the pupils to get the quantitative data. The vocabulary task was done at the end of each meeting. There were four meetings in a cycle. Therefore, the tasks had been given by the teacher at the end of the first, second and third meeting. Then, at the end of each cycle, the researcher conducted vocabulary test. She used vocabulary test by using oral test at the end of each cycle. It was to ensure the pupils' improvement in their vocabulary mastery.

In this research, a collaborator helped the researcher to collect the data by using the observation sheets and the field notes. The field notes were used by the collaborators to describe some information about all events or facts during the teaching and learning process by using real objects as media in the English class.

The researcher had done two cycles in this research, there were cycle 1 and cycle 2. Every cycle had four meetings. The activities in each cycle was as follows:

1. Plan
 - a. The researcher discussed with her collaborator about using the real objects as media in teaching learning process.
 - b. They decided about the time and the schedule for doing the research.
 - c. They designed the lesson plan.
 - d. They designed observation sheets and field notes.
 - e. They prepared the teaching materials and the media used in teaching and learning process.
2. Action

In this stage, the researcher and the collaborator took a part in teaching and learning process to implement the use of real objects to increase pupils' vocabulary mastery. The researcher taught in the English classroom based on the lesson plan that was prepared before. The major steps in teaching vocabulary mastery by using real objects were as follows:

 - a. Greeting the pupils to start the class
 - b. Introducing the real objects to the pupils.
 - c. Bringing the possible of the real objects to the class.
 - d. Saying the words based on the real objects.
 - e. Asking the pupils to say the vocabularies in whole class and individually.
3. Observation

The researcher observed the pupils' activities in the classroom while the process of teaching and learning was running and she observed the pupils' response and understanding. The collaborator observed the teacher and pupils' activities in the classroom by using observation sheet and field notes.
4. Reflection

After the researcher finished the action stage, the researcher and the collaborator analyzed and

evaluated what had been done based on the data or information that had been collected during the teaching and learning process. Then, at the end of the first cycle, the researcher gave test to the pupils. The result of the test was compared with Minimum Standard Criteria Achievement (MSCA) that had been determined before (it is 60). If the result showed that there was one or more indicators were got the scores under the Minimum Standard Achievement Criteria, the researcher continued to the second cycle.

FINDING AND DISCUSSION

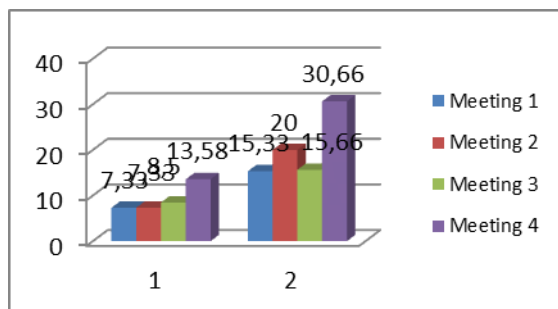
The Result of the Task and Test

As it was previously stated before, this research consisted of two cycles, in the first cycle there were four meetings of 2 x 30 minutes each. English subject was actually taught every Friday. This cycle was started on Friday, September 9th, 2011 and ended on Friday, September 30th, 2011.

In pre teaching, the researcher started the lesson by greeting the pupils; by saying good morning to them then checking the pupils' attendance. In whilst- activities, the teacher put some of real objects related to the topic on the her table. Then, she showed each of the real objects to her pupils in English and she demonstrated how to pronounce it. After that, the teacher wrote the vocabularies in the whiteboard and the pupils copied in their notebooks. Next, the teacher asked the pupils to pronounce the vocabularies in whole class and individually.

Finally, to check the pupils whether they understood the lesson or not, the teacher asked some pupils to come in front of the class and did the teacher's instruction. For example, the teacher said that show me the carrot (if the topic about vegetables). Furthermore, in the last activities, the English teacher gave homework for the pupils.

Diagram 1. The mean score of pupil's vocabulary mastery in the first cycle



note: 1 = pronunciation, 2=meaning

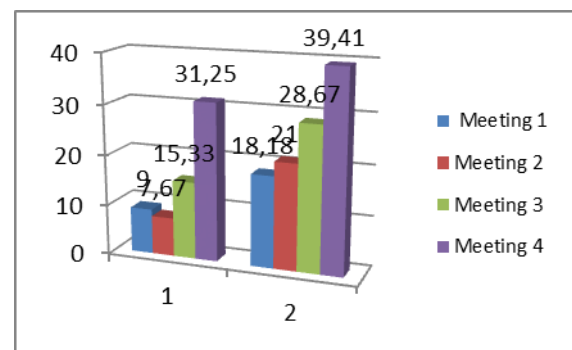
The graph above, shows that the students' average score in pronunciation is always almost the same in the each meeting. Because the pupils had problem with their tongue to pronounce the vocabulary in English. They preferred to speak in their mother language then English, or sometime

they only kept silent if the teacher asked to pronounce the words.

Then, from the graph, it can be concluded that the average meaning as indicators of vocabulary, from the first meeting to the second meeting improved. From the second meeting to the third meeting, they were decreased.

After analyzing the data from the test in the first cycle, the researcher decided that the pupils' vocabularies were better improved. The improvement all indicators of vocabulary; they were pronunciation and meaning. Therefore, many pupils still made problem in pronunciation and meaning of the words and their scores were still lower than of Minimum Standard Criteria Achievement (MSCA), 60. Therefore, the researcher continued the research to the second cycle.

Diagram 2. The mean score of pupil's vocabulary mastery in second cycle



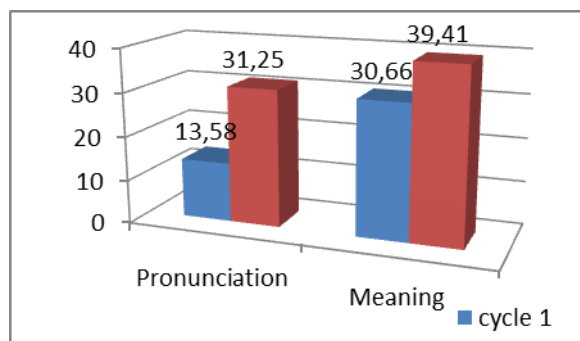
note : 1= pronunciation, 2=meaning

Diagram 2 above, it can be seen that the condition of vocabulary mastery for each indicator is different. The lowest score is still pronunciation in second meeting, which is 7,67. The topic in the second meeting : "what day is today". The pronunciation problem in the second meeting is caused by the pupils who had tendency saying the name of day by uttering /dai/. Such as the word *Sunday*, most of the pupils' pronounce of the words by saying "sandaii".

The Result of the Observation

The observation was done by the researcher's collaborator in each meeting when the researcher used real objects as media in teaching vocabulary for the pupils in second grade at SDN 19 Olo North-Pariaman. The result of the observation of pupils' test in vocabulary mastery by using real objects for each cycle as follows:

Diagram 3. The comparison of pupil's vocabulary mastery in the first_cycle to the second cycle



The diagram above shows the result of pronunciation test 13, 58 in cycles 1, it improved 31, 25 in cycle 2. It increased around 17, 97. Moreover, the researcher analyzed the result of meaning. In cycle 2, the result of the test is 30, 66 it improved in cycle 2 that is 39, 41. So the improvement is 8, 75. Based on the total score, in the first cycle, the mean score of pupils vocabulary test result is 44, 25. In the second cycle, the mean score of pupils' vocabulary test is 70, 66 and was improved 26, 42 from the first cycle

As conclusion to the result, the improvement of pupils' average scores on vocabulary test show that real objects improves pupils' vocabulary mastery. The progress of the research in overcoming the problem of vocabulary can be identified from the improvement of average scores of pupils that continuously from cycle 1 to cycle 2.

The Result of the Field Notes

The collaborator took notes every event that happened in the teaching and learning process. It was found that there was an improvement of pupils' vocabulary mastery in the activities by using real objects as media. Even though, in the first cycle most of the pupils did not know how to pronounce the vocabularies in English and the meaning of the words in the Indonesian language, the result of their vocabulary test was not satisfying yet. In the cycle 2, the pupils could pronounce the vocabularies better and knew the meaning and also got improvement in vocabulary test.

Based on the findings of this research in two cycles, which have been done for eight meetings, the researcher found out that the implementation of real objects as media in teaching and learning process could better improve the pupils' vocabulary at second grade of Elementary school 19 Olo-North Pariaman. The progress of the research could be identified from the increasing of average scores of the pupils from cycle to cycle. This finding also supported by Fenrich (2005:6) who stated that real objects are excellent media in teaching because they improve psychomotor skills in children. Kumar (2009:3) also supported that real

objects are very effective and meaningful in showing meanings of the words, because real objects could help the pupils to know the meaning of objects by seeing it directly.

This research also reveals that there are some factors that influence the changes of pupils' vocabulary mastery by using real objects. The factors are the material, the media, the classroom activity, teacher' encouragement and the classroom management.

The first factor that influenced the changes of pupils vocabulary mastery by using real object is the materials. It influenced pupils' vocabulary mastery because the more appropriate the topic of the lesson for the pupils, the more easy to understand the lesson by the pupils. It is supported from Cameron (2001:85) mentions that to give the meanings of new words for young learner in the classroom, a teacher can use objects in teaching and learning process.

The media were the second factor that influenced the improvement of pupils' vocabulary mastery. The media used in this research was real objects. By using real objects, the pupils could easily for knowing the meaning of vocabularies directly. It is supported by Chiarantano (2005:1) who says that a real object refers to actual objects, which are used in the classroom to illustrate and teach vocabulary. In addition, Jones (1994:1) confirms that real objects represent the actual condition in which the learners live.

The third factor influenced the improvement of pupils' vocabulary mastery was classroom activities. It influenced the pupils' vocabulary mastery because the pupils would be enjoy and motivated in learning if the activities entertain and educate. Jordan (2008:8) states that teaching children is a challenge and need entertaining and educational activities in teaching and learning process. In addition, Icabandi (2008:2) offers that learning activities for children at elementary school should be fun and meaningful through varied activities. Then, related to the ideas above, Milambiling (2011:21) suggests some activities for primary school pupils such as the teacher shows some pictures related to the topic and familiar objects and ask the pupils to identify them in English, or the teacher also demonstrate verbs like "walk," "run," etc in action and providing the word in English.

The fourth factor was the teacher's encouragement. It influenced the pupils vocabulary mastery because the pupils were motivated and not shy in speaking English. This research showed that the motivation from the teacher could increase the pupils' motivation in learning. The pupils were happy in teaching and learning process. Jones (1994:1) suggests that real objects can motivate the pupils. The media can also be observed directly by the pupils. Budden (2008:1) offers that by using real objects in teaching are making teaching young learners became interesting and enjoyable in the

teaching and learning process. In addition, they give pupils experience with real thing in life and using real objects are available everywhere too.

The fifth factor was classroom management. The classroom management was one of the important thing in teaching. As it was done in this research, the researcher tried hard to make the classroom atmosphere enjoyable. Based on the instruments in this research found that the most influential factors the changes of pupils vocabulary mastery by using real objects was classroom management. This was because of the fact that when the teacher divided the pupils in groups, most of the pupils raised their hand to do the teacher' instruction. They were three goup; each group consisted of four pupils.

When the teacher gave a instruction, each of the pupils in the groups wanted to go in front of the class to take one of the real objects based on the teacher' instruction. The pupils were more active in teaching and learning process. To manage the classroom, the researcher divided the pupils in group. This idea supported by statement from Djamrah (2010:184) explain that to divide the pupils in group as one of the principles to manage the classroom. In addition, Kervatt (2009:2) adds that do cooperative group activities (small groups) so that he feels more relaxed in teaching and learning process.

Based on the findings of the research, it shown that the use of real objects as media in teaching and leaning process, it has improved the pupils vocabulary mastery at grade II of Elementary school 19 Olo-North Pariaman. The improvement was concluded through the data collected from vocabulary test, observation sheets and field notes.

CONCLUSION

1. The use of real objects better improves the pupils' vocabulary mastery at the second grade of Elementary School 19 North- Pariaman, to over minimum achievement criteria of the school.
2. There are five factors that influence the changes of pupils 'vocabulary by using real objects. The first factor is the material. This research shows that the material of teaching was anything in the pupils'life. Next, the second factor is the teacher's encouragement. The teacher supports all pupils for more active by using real objects in teaching and learning process. Then, the third factor is the media that is used in teaching and learning process. Next, the fourth factor influences the improvement of pupils'vocabulay mastery is classroom activity. Finally, the fifth factor is classroom management. The classroom management involves managing students' group work.

SUGGESTION

1. The researcher as an English teacher should always motivate her pupils to improve their vocabulary.
2. The future researcher are suggested to do the relevant research.

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