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PROCEEDINGS

*"EFL Teaching and Learning in Digital Era
and New Orientation of Language Assessment"*

INSTITUTE FOR RESEARCH AND COMMUNITY SERVICE
UNIVERSITY OF LAMPUNG

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Preface

The English Education Study Program, Department of Language and Arts Education, Faculty of Teacher Training and Education, University of Lampung was honored to host the 1st International Conference on English Language Teaching and Learning (1st ICON-ELTL) in the heart of the city of Bandar Lampung from 30 November – 1 December 2018. The conference chair, Dr Ari Nurweni, delivered her welcome address, followed by the conference official opening by the Dean of the Faculty of Teacher Training and Education on Friday morning 30 November 2018.

The conference theme “EFL Teaching and Learning in Digital Era and New Orientation of Language Assessment” was an invitation to discuss English language teaching and learning-related issues (including blended learning, communicative competence in EFL context, ICT in EFL teaching and learning, TBLT, English curriculum and material development, teaching methodology, communication strategies of EFL learners, learning style, learning strategy, translation in EFL teaching and learning, literature in EFL teaching and learning, culture in EFL teaching and learning, and other relevant topics) in today’s advancement of digital era. The aim of the conference was to bring together academics, researchers, teachers, and students to exchange ideas, experiences, and research findings in the field of English language and assessment to make better, more efficient and impactful teaching and learning.

The conference was attended by 162 participants and 31 presenters from all over Indonesia. Two invited keynote papers were delivered on the first day of the conference, the first was presented by Eric L. Campbell (Director of CONNECT, USA) in the morning and the second was presented by Dr Vahid Aryadoust (National Institute of Education, Singapore) in the afternoon. On the second day, other two invited keynote papers were also presented by Prof. John Read (University of Auckland, New Zealand) and Prof. Patuan Raja (University of Lampung, Indonesia). In addition, 31 papers were also presented by registered presenters in the parallel sessions of the conference.

The conference program represents the efforts of many individuals. Therefore, we would like to express our gratitude to the members of the organizing committee for putting much effort into ensuring the success of day-to-day operation of the conference and the reviewers for their hard work in reviewing submissions. We also thank the four invited keynote speakers for sharing their

insights with us. Finally, the conference would not be possible without the excellent papers contributed by authors. We thank all authors for their contributions and participation in the 1st ICON-ELTL 2018.

We hope that this conference will further stimulate research on English language teaching and learning in today's advancement of digital era and provide academics, researchers, teachers, and students with better understanding, knowledge, and ideas for further research. We feel honored to serve the best recent scientific knowledge and development in the field of English language teaching and learning. In addition, we also hope that these proceedings will furnish scholars from all over the world with an excellent reference book.

Realizing that there were still some weaknesses during the conference, we do have an apology to make to everyone and we hope we will be able to hold better international conferences in the future. Finally, it was with great pleasure that we had the opportunity to host such a conference. Thank you.

Ari Nurweni
Conference Chair

Gede Eka Putrawan
Conference Co-Chair

TABLE OF CONTENTS

A PRACTITIONER'S MODEL FOR ORAL LANGUAGE ASSESSMENT IN THE EFL CLASSROOM	1
<i>Eric L. Campbell, CONNECT, USA</i>	
VOCABULARY ASSESSMENT IN THE DIGITAL ERA	2 – 13
<i>John Read, The University of Auckland</i>	
USING EYE TRACKING AND NEUROIMAGING IN LISTENING ASSESSMENT: UNDERSTANDING THE ROLE OF TEST METHODS	14 – 19
<i>Vahid Aryadoust, Nanyang Technological University, Singapore</i>	
THE INFLUENCE OF BLOG WORDPRESS TOWARDS STUDENTS' WRITING ABILITY ON RECOUNT TEXT	20 – 27
<i>Fitri Nur Asy-Syifa, Yudi Juniardi, John Pahamzah, & Delsa Miranty, University of Sultan Ageng Tirtayasa</i>	
TINKERBEL: THE BLOOM-ANDERSON-KRATHWOHL'S COGNITIVE LEVELS AND K 13 TEXT BASED ENGLISH TEACHING IN VOCATIONAL SCHOOLS	28 – 38
<i>Nina Fatriana, SMKN 2 Kalianda South Lampung</i>	
STUDENTS' DIFFICULTIES IN DESCRIBING SOMETHING	39 – 47
<i>Dewi Sri Kuning, STKIP Muhammadiyah Kotabumi</i>	
ERROR ANALYSIS IN SUBJECT-VERB AGREEMENT OF ENGLISH DEPARTMENT GRADUATE STUDENT'S THESIS AS EFL LEARNERS BASED ON SURFACE STRATEGY TAXONOMY	48 – 55
<i>Khairun Nisa, University of Lampung</i>	
THE INFLUENCE OF USING REALIA TO IMPROVE STUDENTS' VOCABULARY AT SMP N 2 NATAR IN THE ACADEMIC YEAR OF 2017/2018	56 – 63
<i>Eva Faliyanti & Alanda Liantara, Muhammadiyah University of Metro</i>	
IMPLEMENTING CONTENT LANGUAGE INTEGRATED LEARNING (CLIL) AT A HIGHER EDUCATION INSTITUTION	64 – 71
<i>Huzairin, Basturi Hasan, & Sudirman, University of Lampung</i>	

THE INFLUENCE OF USING REALIA TO IMPROVE STUDENTS' VOCABULARY AT SMP N 2 NATAR IN THE ACADEMIC YEAR OF 2017/2018

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ABSTRACT

This undergraduate thesis analyzes about the use of realia can be influential in the development of vocabulary for students at SMP N 2 Natar. Realia media is one of cooperative media which is suitable to teach Students' vocabulary. Realia means using real items found in the world around us to help the teacher provide improve student mood be enjoyable and memorable in the learning process. In conducting this research, the researcher used the true experimental method. The researcher took two classes with name experimental class and control class. Pre-test and Post-test were given in both classes. The experimental class was treated by Realia media before the researcher conducted the Post-test, and the control class was treated by regular method before the researcher conducted Post-test. In obtaining the data of this research, the researcher conducted Post-test in experimental class and also in control class to find out the students' vocabulary comprehension and after the researcher analyzed the obtained by using t_{test} , the result of Pre-test in experimental class show that 44 as the minimum score, and 68 as the maximum score and the result of Pre-test in control class show that 44 as the minimum score, and 78 as the maximum score. After the researcher treated by used Realia as a media in experimental class the result Post-test in experimental class score increasing up to 52 as the minimum score, and their score is also increasing up to 84 for the maximum score and the result Post-test in control class be found the difference score show that 48 as the minimum score and 76 as the maximum score. Furthermore, the hypothesis test of this research is accepted, the result of analysis as presented in table 4.11 indicated that the value of t obtained (9,966) was higher than that of t table (2.039) at the significance level 0.05 and the significance (0.000) was lower than 0.05 (Appendix 6). It's clear that the hypothesis test of this research is accepted, it means that influence of using Realia to improve students' vocabulary at SMP N 2 Natar at the second grade is effective.

Keywords: *influence, realia, vocabulary*

I. INTRODUCTION

Vocabulary is the essence of the language as the most important part of learning a language, mastering vocabulary for students is the key to be successful in comprehending English. Without vocabularies, speakers cannot convey the meaning and communicate with each other in a particular language. Therefore, mastering vocabulary is the key to be successful in comprehending English as a foreign language. According James Milton (2009: 7) Mastery of vocabulary is an essential component of all uses of language; it helps student too to communicate effectively or expressing students' ideas in English.

Based on K13 curriculum that use for Second Grade Students' of SMP N 2 Natar, one of the including competencies for vocabulary that should be learnt by the student's is to comprehend about the short functional text and to identification of vocabularies such as adjective, verb, pronoun and noun, appropriate grammar, and give the information based on the situation.

However when the researcher has an interview the teacher in SMP N 2 Natar about students' vocabulary at Second grade of SMP N 2 Natar, there are a lot of problems in learning process such as; the condition of the students who are lack of vocabulary that will make them unable to say word during teaching and learning English class, the most of students' are not confident to said vocabulary related to the object, the students' often speak their local language.

One of the important media to teaching vocabulary is using Realia. Harmer (2001: 140) state that Realia or real items are used for teaching and learning in the classroom. Objects that are intrinsically interesting provide a good starting point for a variety of language work.

Realia means using real items found in the world around us to help the teacher provide improve student mood be enjoyable and memorable in the learning process, actually Realia as a media in teaching learning process to preserve related between teacher and students.

According to Harmer (2001: 140) realia or real items are used for teaching and learning in the classroom. Objects that are intrinsically interesting provide a good starting point for a variety of language work and communication activities, Realia also makes the learning process more enjoyable.

It can be concluded that using realia for the students can use all of their senses, eyes, ear, and hand so their understanding does not only come just from explanation but also from what they see, heard, and crucially they have a chance to touch and interact with.

II. METHODS

The researcher used true experimental design, therefore in this research the researcher used random sampling to get experimental class and control class. In this research the

researcher used random sampling to get experimental class and control class. Therefore the researcher wants to pre-test to know the students' pre initial ability, then the researcher do the treatment before doing post-test.

Research Instrument

Kinds of Research Instrument

The researcher used multiple choice tests to measure the result of students' vocabulary mastery before and after the treatment. The researcher administers try out to know whether the question test valid and reliable or not, to used in Pre-test. after all the test is reliable the researcher doing pre-test before treatment, after the treatment done the researcher doing post-test.

Validity and Reliability

Validity

The validity is to measure the extent to which the instrument measures what in the purports to measure.

The formula of validity as follow:

$$r_{xy} = \frac{N \cdot \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Where

- r_{xy} = Coefficient correlation person product moment
- N = The number of students'
- $\sum$ = Sum
- X = The score items of the test
- Y = The total score of the test
- x^2 = Deviation X
- y^2 = Deviation Y

Reliability

Reliability refers to extension to which the test is consistent in it is score and give an indication how accurate the test score is.

Spearman Brown formulas' as follow:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Note

- r_{xy} = Correlation between x and y
- $\sum xy$ = Total x time y
- x^2 = Deviasi x
- y^2 = Deviasi y

Data Analysis Technique

The technique of data was conducted to analyze the validity and then pre-test and post-test of the questions.

Normality Test

The object test for normality to determine the distribution of the data follows a normal distribution or not.

$$\chi^2_{count} = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Notes:

χ^2 = Chi-square

O_i = frequency observed

E_i = frequency expectation

k = Interval class

The criterion, if $\chi^2_{count} \leq \chi^2_{table}$ with $dk = k - 3$, so, the data is normal.

Homogeneity Test

Homogeneity test is to measure which can be used to determine data variation.

$$F = \frac{\text{biggest variants}}{\text{smallest variants}}$$

Accepted H_0 if $F_{ratio} \geq F_{\frac{1}{2}\alpha}(V_1 - V_2)$, with $V_1 = n_1 - 1$ and $V_2 = n_2 - 1$

(Setiadi, 2006: 249)

Hypothesis Test

Hypothesis is an assumption about a population parameter. Repeated Measures T-test was conducted and the used formula of the test is t-test which frames at this below formula:

$$t_{\text{-test}} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

Notes:

$\bar{X}_1$ = the means of the experiment class

$\bar{X}_2$ = the means of the control class

S = the standard deviation

N_1 = the number of students' in the experimental class

N_2 = the number of students' in the control class

Based on explanation above, the researcher concludes that hypothesis is an assumption about population parameter. This assumption may be true or not, the sample data are not consistent with the statistical hypothesis, so the hypothesis is rejected. Because the test is used to know whether the hypothesis that is proposed can be accepted or reject. The formula is used in this test is t-test.

III. RESULTS AND DISCUSSION

The first is the description of the experiment which describes the pre-test, the experiment stages, and the post-test.

Pre Test

The researcher gave a vocabulary test that consisted of 25 items. When the time was over, the students submitted their answer sheets to their teacher.

Table 4.1

Data Description of Pre-test Result in the Experimental and Control Groups

Data Description	Score	
	Experimental group	Control group
Number of Cases (N)	32	33
Mean (M)	56.50	57.15
Standard Deviation (SD)	6.41	8.38
Range	24	32
Maximum Score	68	76
Minimum Score	44	44

The Treatment Stages in Experimental Group

The researcher presented realia to measure the students' vocabulary mastery.

The Treatment Stages in Control Group

In teaching vocabulary without realia, the teacher applied practice techniques employed generally consist of guided repetition and substitution activities.

The post test

The researcher gave the test toward both groups

Table 4.5

Data description of Post-test in the Experimental and Control Groups

Data Description	Scores	
	Experimental group	Control group
Number of Cases (N)	32	33
Mean (M)	69.38	59.64
Standard Deviation (SD)	9.23	7.29

Range	32	28
Maximum Score	84	76
Minimum Score	52	48

IV. CONCLUSION AND SUGGESTIONS

The use of realia in teaching and improving students' vocabulary is more effective than other media. From the two classes, the experimental and control group. The measurement shows that increasing line of the vocabulary mastery of the experimental group was higher than the control group. The t-test measurement obtained is 9,966, for α : 5% and the probability is 0.00. The t-test table is 2.039 out of degree of freedom (df) 31. This means that the t-test was higher than the t-table. It is found that the achievement of experimental group in vocabulary test was better than the control group.

Based on the conclusion, it was suggested:

a. For Teachers

English teacher should improve his knowledge of the use of realia in teaching English. English teacher must be able to use comics strip in teaching –learning process in the classroom, so that the students will be interested in learning English.

b. For students

Students should do much practice in leaning English vocabulary. The use of realia in improving vocabulary is not only for classroom teaching-learning process, but it can be applied in a daily activity.

c. For Institution/school

This research result can be used as theoritical references for the sake of improving English teaching quality and English learning process.

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