

I. Introduction

Vocabulary is part of one language component and no language exists without words. Words as signs or symbols to present an idea. The more words, we learn, the more ideas we can have so that we can communicate those ideas more effectively.

Vocabulary as one of the core components of language proficiency and as a determinant of how well students speak, listen, read, and write (Richards and Renandya, 2002: 255). The words chosen by students in speaking will influence how well they understand the words of the speaker. In writing, mastering a student's vocabulary illustrates how clearly they can convey the reader's thoughts. In reading, students' vocabulary mastery will affect their ability to understand and be able to understand the writer's message through the writer's writings. The first thing people will understand is a sentence by investigating the meaning of the vocabulary.

Schmitt (2000) said learning vocabulary is a complex problem and the discussion of every circle in every field. In this case, there are many different recommendations for both teachers and students who learn and use the 2nd language. Knowing a lot of vocabulary is knowledge for those who learn it to achieve certain goals.

It is important to learn vocabulary. Wilkins (in Thornbury, 2002: 13) says, "Without very little grammar can be conveyed, without vocabulary nothing can be conveyed." Thus, vocabulary is the parent of a language while grammar is its framework. Therefore, many researchers have sought to improve the efficiency and performance of students when learning vocabulary, especially in English.

The next problem relates to the vocabulary teaching techniques and the media used. Vocabulary teaching needs more attention because mastery of vocabulary is important in language proficiency. Teachers must prepare all components in the teaching-learning process properly. The components are media, materials, and teaching methods. If the teaching staff does not prepare it well, this means that the teacher usually ignores one or two components. For example, they prepare materials based on lesson plans well, but they do not use media or teaching methods in the right place. In this case, it can make the teaching-learning process ineffective and students will have consequences as they do not know what is explained by the teaching staff. It can also be seen that the use of media and teaching methods as vocabulary learning strategies is still lacking. On the one hand, there is more than one teaching strategy for teaching vocabulary. On the other hand, to teach vocabulary, educators still use monotonous methods such as drill and grammar translation methods. He did not try to use other methods so that his students get bored.

Teaching English to students majoring in nursing requires creative efforts to make it more interesting. One effort is to prepare real objects in the teaching process in the classroom. Presenting real objects in the classroom is realia. Chiarantano (2005) says that realia consists of real objects or items used in the classroom to describe and teach vocabulary. Gower et al (1995, p.212) understanding of realia is real objects or things that seem real that can be used as a learning medium that can be expressed in words and writing. On the other hand, Chiarantano (2005) adds that really is used as an alternative aid to facilitate language mastery and production. Realia concretifies vocabulary and language as well as placing them in a language frame. Realia supports the fact that students as young learners are in the process of acquiring new vocabulary at their level. In obtaining vocabulary or new words, they must have a real world concept that is presented by words. To help students find out words and concepts, instructors need the media to present ideas into reality. Therefore, realia is considered as an alternative medium to carry out the teaching process to make it more fun and interesting.

At present, for a large number of language educators, "teaching" is not an easy task, especially for those who teach in majors classrooms. Among the reasons that emerge from this statement include: large classes, English is not considered a second language, student motivation towards learning English is not the best, and finally the techniques used by educators are not the most appropriate in relation to the needs of students, namely their learning styles, level of intelligence, social background, and weaknesses are not considered to be prominent elements, in some cases.

The fact is that students learn more when information is presented with various methods than when only one method is used. As published by Stice (1987), "students retain 10 percent of what they read, 26 percent of what they hear, 30 percent of what they see, 50 percent of what they see and hear, 70 percent of what they say, and 90 percent of what they say when they do something. "From the exposure data, it can be concluded that how the vocabulary is presented is considered important. Therefore, various techniques must be applied to improve the technical vocabulary of nursing as well as the importance of involvement, educators and also the involvement of students in it.

Technical vocabulary is a special vocabulary from various subject areas that develops because of the need for experts in their fields to communicate with clarity, precision, relevance and others. Before developing technical vocabulary, first of all it is important to pay attention to the increase in general vocabulary, especially English becomes very important. The thirst for learning new words, must be an ongoing process, every time you learn new words, try your best to use them when going to communicate so that the words enter the minds of students.

Teresa (2004) explains technical vocabulary is the main thing for students because it has a specific purpose in learning a language. However, most people or students know very little about vocabulary, this happens because there is no approach taken to find out which words are technical terms and which are not. (Becka, 1972) states that technical vocabulary is more of 'terminological words' such as 'terms' and 'terminology'.

Blachowicz and Fisher (2005) explain that vocabulary can make students improve their understanding of the things around them and to explore new things that they had never known before. Blachowicz and Fisher stated that learning vocabulary not only had an influence on reading performance, knowledge and understanding of vocabulary, but also affected the ability of students to participate fully in class activities both social and academic. Blachowicz and Fisher also assured that students could benefit from the use of vocabulary, coupled with the use of media realia as a technique to increase their understanding of technical vocabulary within the scope of nursing. Coxhead (1998) explains that there are several factors why vocabulary must be more specific in learning ESP. First, the words chosen in learning material that are directly related to students, the need for language will make their learning process more valuable. Second, students are able to understand and try to use special techniques, the purpose of vocabulary shows that students belong to a particular group. The point is that ESP really helps students because ESP directly leads to their vocabulary. Specifically, ESP vocabulary has different meanings from one field of study to another.

Hammer (1991: 151-161) explains that teaching vocabulary is not just about presenting new words. This allows for problems to occur but will tone other problems as well. However, not all vocabulary can be learned through interaction and discovery techniques. Learning vocabulary for beginners cannot always be done through technical interaction or through discovery as a form of statement that is implied from the opinions expressed by Harmer. The reason is because in doing such a technique, students are required to have an adequate amount of vocabulary. In this case, students need to memorize and remember many vocabularies that have been mastered before. In addition, Cameron (2001) argues that vocabulary is not only about learning words, but is actually more than that, but also about learning the sequence and finding words in it.

From the opinions of these experts, the authors conclude that vocabulary is both word knowledge and word meaning. This is about words in the language used to express meaning. Therefore, learning vocabulary is very important in developing their English.

Previously, researchers looked for causes of lack or at least the vocabulary they knew. Therefore, this study was conducted to determine the extent of nurses' knowledge of vocabulary. And to develop and improve nurses' vocabulary skills in the world of work. How many nurses know the existing and new vocabulary they know. So nurses are able to add and master their new vocabulary knowledge. This research was conducted to determine how realia as a learning medium contributes to vocabulary learning among students majoring in nursing to improve new vocabulary. Comparative analysis of realia problems differs from other techniques made about how vocabulary is taught and studied. This research shows realia as an effective technique and can be applied when studying the vocabulary just presented. Therefore, it is important for teaching staff to consider realia when teaching because it (real media) offers comprehensive input to students, and at the same time it is an effective methodological tool for learning new vocabulary.