THE USE OF REALIA TO IMPROVE THE STUDENTS’ SPEAKING ABILITY AT THE ELEVENTH GRADE STUDENTS OF SMU NEGERI 1 BAJENG, GOWA

Muhammad Astrianto Setiadi and Firman
Department of English, Muhammadiyah University of Makassar
Sultan Alauddin Street, Makassar, South Sulawesi, Indonesia
Email: astrianto@unismuh.ac.id

Abstract. The objectives of this research were to find out whether or not the use of Realia improves students’ speaking ability at the eleventh grade of SMU Negeri 1 Bajeng Kab. Gowa. The subjects of this research were the eleventh grade of students SMU Negeri 1 Bajeng Kab. Gowa in the Academic Year of 2017/2018. The number of the subjects was 30 students. This research was a classroom action research. The process of this research was conducted in three stages, including D-Test, cycle I, and cycle II. The data were collected by using observation guide in order to know the events in the classroom during teaching learning process. Besides that, the researcher also used test to get the students’ score, in order to know the improvement of students’ ability in speaking. The data were analyzed by using quantitative analysis. In this research, the researcher used Realia as a medium in teaching. The result of research shows that the use of Realia in teaching speaking can improve students’ speaking ability. It can be seen from the result of students’ average score and responses of the students. The result after getting all of the treatment using Realia, the students’ average score increased in line with the increase of the students’ achievement in each cycle. Before getting the treatment students’ average score was 3.67, and after giving treatment was 7.82, so it increased 4.15 the average score of students in the D-Test was 3.67, first cycle was 5.64, and the second cycle was 7.82. It can be concluded that by using Realia in teaching speaking, teacher can improve students’ ability in speaking

Keywords: Realia, Improve, Speaking, Ability.

http://sastra.unifa.ac.id/journal/index.php/jes/index

INTRODUCTION

There are plenty of previous studies which conducted English Foreign Language (EFL) teaching for Indonesian learner (Yusri et all, 2018; Mantasiah, 2018; Romadloni et all, 2017). It shows that this topic has been a pivotal topic to be conducted. One of skills noticed in EFL teaching is speaking. Speaking is the second skill that should be mastered after listening. Students listen to every sound in the environment. In speaking skill, students try to practice what they listen. Speaking is a crucial part of foreign language learning and teaching, because it can be used by students to express their ideas, thoughts, and feelings orally in foreign language. Without speaking skill, they just kept silent. In order to speak well they must practice their speaking ability every day. Therefore, the teacher should give student opportunity to practice their speaking skill by giving some example or activities that put them into real practice communication.

Richards (2008: 83) stated that the mastery of speaking in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. Students need to practice their skill every day to improve their speaking ability. Therefore, teacher should give students opportunity to practice their speaking by giving more examples, activities, methods, and
also media that put them into real practice communication.

Based on the researcher’s observation at the eleventh grade students of SMU Negeri 1 Bajeng Kab Gowa, there are some aspects that make the students get difficult to speak English. When the researcher invites them to speak, most of them did not understand, and they were just silent. The researcher also found that they were afraid of making mistakes when they speak English both are in structuring and in pronouncing the words. Moreover, it can make the students lose their self confidence.

For this research the use of Realia applied to improve students’ speaking skill. Hopefully it can motivate and also interesting for student to learn. Based on the background above, the writer carried out a research and to deeply investigate the improvement of students speaking ability especially in how to use or how to make something (procedure) through the use of Realia at SMU Negeri 1 Bajaeng Kab. Gowa.

According to Oxford Advanced Learner’s Dictionary definition of ability is mental or physical capacity, power or skill required to do something, however speaking ability is skill or power to express ideas, opinions or message orally with correct sentence grammatically, and also to know when and where to use these sentences and to whom. The ability to communicate is related to the rules of language use and rule of grammar.

**SPEAKING SKILL**

Brown (2004: 37) stated that speaking is a productive skill that can be directly and empirically observed; those observations are invariably colored by the accuracy and fluency. Speaking is the activity to express thought and feeling orally (Djiwandono, in Munir, 2005: 17). Speaking the capability in pronouncing sound or word to express or convey thought, idea, feeling, opinion and wish (Tarigan 1990: 26).

There are two main elements of speaking discussed in this research. They are:

**Accuracy**

Marcel (1978: 9) states that accuracy is a manner of people in using appropriate word and the pattern of sentences. In this case accurate divided into three elements, namely vocabulary, pronunciation, and grammar.

1) **Vocabulary**

Vocabulary that relates to the learner’s life experience and that can be used in the meaningful communication context was internalized more quickly, more useful, and retained longer. Acquiring words is not the only problem in vocabulary building. The learner also labors under the necessity of remembering words previously learned while at the same time adding new words. The first step is maximizing the number of words learned is to ask the students to learn words they can use to talk about themselves. The second step is to attempt to introduce these words at regular intervals, so they were not being forgotten.

2) **Pronunciation**

According to Hewings (2002: 86) pronunciation is a feature of speech. That includes many component of speech which are combined together to form the pronunciation of language such as sound, syllable, words and intonation. This particular component ranges from individual sound that make up speech to the way in which pitch the rises and fall of the voice.

3) **Grammar**

The teachers either drill the grammar into the students or introduce the concept through meaningful explanation, example, and the exercise. The first approach stressed the acquisition of grammatical knowledge and concepts prior to using the grammar in a communicative context.

**Fluency**

According to Riggenbach (1991: 86) states that fluency refers to the ability to talk with normal level of continuing rate and effort and to link ideas and language together to form coherent, connected speech. The key indicators of coherence are logical sequencing of sentences, clear making of stage in a discussion, narration or
argument, and the use of cohesive devices for example; connector, pronoun and conjunction within and between sentences. If both speaking and ability are combined, it means a capability to utter the articulation of sound to express or to deliver thought, opinion and wish to the other person.

RELIA AS A LEARNING MEDIA

Media is a channel of communication. It refers to anything that carries information between a source and a receiver, carry message with an instructional purpose. (Skinner, 1998: 13) stated that media is tool which carry message and can be used as learning need. Media is physical thing to carry learning material such as; book, film, video, tape recorder. Brown (1973: 35) stated that media use can affect the effectiveness of learning. It is supported by previous studies (Qalbi et all, 2017; Mantasiah et all, 2017; Yusri, 2016). Hamalik (1986: 65) claimed that the using of teaching media within the process of teaching activities encourages the students’ motivation to learn. He also assumed that media brings psychological effect to the student need. The use of teaching media at the level of instructional orientation considered can help the level of affectivity during the process of teaching and learning. Besides that, media can help student to increase their understanding, it also can propose data in attractive and reliable way, easy to interference data, and strengthen to information.

Lemke (1998: 53) concluded that there are four functions of media instruction. The functions are (1) Attentive function, (2) Affective function, (3) Cognitive function, (4) Competitive function. Realia is a term for any real, concrete object used in or out the classroom to create connections with vocabulary words, stimulate conversation, and build background knowledge. It is used by teacher to demonstrate real life (particularly of peoples studied). Objects that are intrinsically interesting can provide a good starting point for a variety of language work and communication activities. Realia also make learning process more enjoyable. It gives students opportunity to use all of their sense to learn about a given subject, and it is appropriate for any grade or skill level.

In education, Realia are object from real life used in classroom instruction by educators to improve students’ understanding of other cultures and real life situation. A teacher of a foreign language often employs Realia to strengthen students’ association between words for everyday object are part of an instructional kit which includes a manual and is thus considered as being part of a documentary whole by librarians.

Using Realia in the EFL classroom serves to foster a more creative and active teaching-learning environment and promotes cultural understanding. Realia refers to the practice of using real, tangible things in the classroom to help students connect with English on a different level. It is extremely useful to help students grasp the cultural differences or learn practical skills if they are planning to travel or are already living in an English-speaking country. Many teachers are leery of using Realia, but here are some easy and helpful ideas for using it in ESL lessons.

Actually, Realia is appropriate for any level of students, for beginner until advanced. Guariento & Morley (2001: 32) claimed that at post-intermediate level, the use of authentic material (relia) is available for use in classroom. This might be attributed to the fact that at this level, most students master a wide range of vocabulary in the target language and all of the structures. According to the findings of the survey carried out by Chavez (1998: 15), learners enjoy dealing with authentic materials since they enable them to interact with the real language and its use. Also they do not consider authentic situations or materials innately difficult. However, learners state that they need pedagogical support.

There are 5 criteria that provide for making Realia in activity, there are:
1. Easy to prepare, when teachers want to use a media, they have to decide whether it is difficult to prepare or not. Realia is a simple
media that can be brought to classroom and
easy in preparing.
2. Easy to organize, the teacher has to decide
whether the organizing a more complicated
activity worthwhile. The teachers can use
Realia because it is easy organizing.
3. Interesting, before applying Realia in the
activity, teacher have to justify the students’
interest toward it. Bringing Realia (authentic
objects from culture), or manipulating to the
classroom helps teacher in providing
comprehensible input in a second language.
4. Meaningful and authentic, students are going
to gain more if the language use is vital to the
situation or if they use the language
appropriately.
5. Sufficient amount of language, the activity
should give rise to a sufficient amount of
language in order to justify its conclusion in
the language lesson.

RESEARCH METHOD

This research was classroom action research
(CAR). This kind of research is usually designed
by group which consists of teacher and researcher
from educational university. It means that when
doing the research, the researcher had
 collaboration with English teacher of SMU Negeri
1 Bajeng. The relationship between researcher and
the teacher was considered as partner.

The researcher used a classroom action
research. Classroom action research is a number
of procedures that is used to improve teaching
learning process. The result of test in every cycle
was measured. The scores showed students’
speaking ability in procedure text. All of which
made this research quantitative in nature (Jufri,
2017; Jufri 2007).

Action research was done through many
repeated cycles and there were at least two cycles
in action research. Each cycle consisted of four
steps; planning, action, observation and reflection.
This research was done at SMU Negeri 1 Bajeng.
The Subject of this research was the eleventh
grade students consists of 30 students in a class.

There were two variables in this research,
namely independent variable and dependent
variable. The independent variable was Realia and
the dependent variable is Students’ Speaking
Ability. In this research, the researcher used some
instruments like observation sheet, test and
recording.

1. Observation
   Observation is the process of observe toward
   the subject of observation by using all of sense.
   An observation task is a focused activity to work
   on while observing a lesson progress. It focused
   on one or a small number of aspects of teaching
   learning and requires observing to collect data or
   information from actual lesson.

   The researcher observed the events in
classroom during teaching learning process from
the beginning until the end. To observe the
students, the researcher used observation guide.
Before making observation guide, the researcher
made observation scheme. It is used to describe a
range of teacher and learner behaviors

2. Test
   Test is some question which is used to
measure competence; knowledge, intelligence,
and ability of talent which is owned by individual
or group. In this study, the researcher gave
speaking test to know student’s ability.

3. Recording
   Recording as a device to describe what is
happening in the classroom at the time of learning
in a classroom action research, to capture the
situation of the class, details of important events
that occurred or a special data illustration of each
was a meeting, this electronic tool can be used to
help describe what which were the researcher
note.

   Classroom action research is a form of self-
reflective enquiry undertaken by participant
(teachers, students, principals, etc) in social
(including education) situation in order to
improve the rationally and justice of their own
social education practice, and the situation in
which the practice are carried out. Based on Carr
and Kemmis in Verawati (2014: 34) research
procedure was divided in two cycles and every cycle consists of four meetings.

**First cycle**

a. Planning
   1) Prepare the material of the study and media that the researcher need
   2) Discuss with the teacher about the implementation of Realia
   3) Made a lesson plan
b. Action
   Give the student material about procedure text how to make a cup of tea
   1) Teacher started by greeting students.
   2) Teacher elicited the materials which are used to make a cup of tea from students.
   3) Teacher modeled the pronunciation of the materials.
   4) Students repeated after teacher mention the materials.
   5) Teacher elicited the procedure how make a cup of tea from students.
   6) Students expressed their idea about procedure how make a cup of tea.
   7) Students and teacher discussed together.
   8) Students practiced how make a cup of tea in a group.
   9) Students practiced how make a cup of tea individually.
c. Observation
   Observe students’ activities in teaching learning process and while they are doing assignment. There are many aspects that were observed by the researcher and the teacher such as students’ attention, students’ ability to mention Realia, students’ ability to use Realia, students’ activeness in doing task individually or group. At the last meeting of first cycle (4th meeting) give the students speaking test by using Realia.
d. Reflection
   Analyze the weakness and strengthen of implementation Realia from learning and teaching. Make reflection and conclude the result of the first cycle.

**Second cycle**

a. Planning
   1) Review the previous lesson
   2) Make the lesson plan
   3) Prepare the material and media of the study
   4) Repairing the weakness in the first cycle
   5) Repairing action research
b. Action
   Give new material about procedure text how to make a cup of instant noodle.
   1) Teacher started by greeting students.
   2) Teacher elicited the materials which are used to make a bowl of instant noodle from students.
   3) Teacher modeled the pronunciation of the materials.
   4) Students repeated after teacher mention the materials.
   5) Teacher elicited the procedure how make a bowl of instant noodle from students.
   6) Students expressed their idea about procedure how make a bowl of instant noodle.
   7) Students and teacher discussed together.
   8) Students practiced how make a bowl of instant noodle in a group.
   9) Students practiced how make a bowl of instant noodle individually.
c. Observation
   Just like in first cycle, In this cycle the researcher observe students’ activities in teaching learning process and while they are doing assignment. There are many aspects that were observed by the researcher and the teacher such as students’ attention, students’ ability to mention Realia, students’ ability to use Realia, students’ activeness in doing task individually or group. At the last meeting of second cycle (8th meeting) give the students speaking test by using Realia.
d. Reflection
   Evaluate and conclude the result of the research.
RESULT AND DISCUSSION

The Result proves that the students’ speaking fluency improvement is quite significant from diagnostic test (12.2), cycle I (19.4) and cycle II (28). The use of Realia in teaching and learning process can improve the students’ speaking grammar after taking action in diagnostic test, cycle I and cycle II. The students’ mean score improved from D-Test (12) to Cycle I (17) and become (22.8) in cycle II. The improvement of the students’ speaking pronunciation in cycle II is greater than cycle I and D-Test. The students’ mean score improved from (8.4) in D-test to (9.4) in cycle I and become (12.4) in cycle II. The improvement of the students’ speaking ability from D-Test to cycle I, from cycle I to cycle II, the mean score of the students’ speaking ability in diagnostic test is (33) and cycle I is (50.8) then the students’ speaking ability increases in cycle II (70.4). Therefore, the improvement of students’ speaking ability achievement from diagnostic test until cycle II is increasing significantly.

The students’ participation in cycle I was 11 (36.7%) students’ participation were little, 18 (60%) students’ participation were enough, 1 (3.3%) student participation was good and 0 (0%) student’s participation was very good. It means that the students’ participation in cycle I still low because 60% students’ participation was enough. In cycle II the students’ participation in class was 0 (0%) students’ participation were little, 3 (10%) students’ participation were enough, 27 (90%) students’ participation was good and 0 (0%) student’s participation was very good. It means that the students’ participation in cycle II were good because 90% students’ participation in teaching learning process using Realia were good.

The result of the students’ score above which the maximum score was 100 shows that the students’ score in diagnostic test was 33, in cycle I was 50.8, and in cycle II was 70.4. It means the students score in cycle II was better than cycle I before. It is indicating that students need new atmosphere in teaching learning process in classroom because the students have an interesting, enjoyable, and creative by using media Realia in their speaking test. It was based on Dale’s Cone Experience states that 90% students are easy to remember what they do.

From the improvement above, the use of Realia in teaching speaking procedure text could help students to understand the material and to make easier to express their ideas. So, this Classroom Action Research in the use of Realia to improve students’ speaking ability at the eleventh grade students of SMU Negeri 1 Bajeng in The Academic Year of 2017/2018 was success. It could be seen from the result of test in every cycle.

CONCLUSION

Based on the finding and discussion, the researcher concluded that the use of Realia improved the students’ speaking ability. It is proved by the students’ score in cycle II was higher than cycle I. It is indicating that the students need a new atmosphere in the classroom that has provided by the technique that the researcher applied in the class to overcome the difficulties in learning speaking. The media (Realia) that the researcher used can improve students speaking ability in terms of fluency, grammar and pronunciation. It was proved by the score of speaking test in cycle II was higher than cycle I (7,82≥5,64).

REFERENCES


Outcome.


