THE EFFECT OF REALIA ON STUDENT'S SPEAKING ACHIEVEMENT

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ABSTRACT

Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh yang signifikan dalam pencapaian berbicara bahasa Inggris siswa setelah diajarkan dengan menggunakan media *realia*. Penelitian ini dilaksanakan di kelas XI IPS3 sebagai kelas perlakuan yang terdiri dari 28 siswa. Penelitian ini menerapkan model kuantitatif. Penulis melakukan pretest sekali, tiga kali perlakuan, dan sekali posttest. *Paired sample t-test* digunakan untuk menganalisis data dan uji hipotesa dihitung dengan menggunakan SPSS versi 16.00 pada tingkat signifikan p<0.05. Nilai rata-rata meningkat yakni dari 40.07 menjadi 66.71. Hasil uji hipotesis menunjukkan bahwa tes dua ekor p=0.000 dan tingkat signifikan adalah jika p<0.05 sehingga hal itu menandakan adanya peningkatan yang signifikan dalam kemampuan berbicara bahasa Inggris siswa setelah mereka diajarkan dengan menggunakan *realia*.

This study aimed to know whether there was any significant effect on students' speaking achievement after being taught by using *realia*. The research was conducted at XI IPS3 as experimental class that consisted of 28 students. This research applied quantitative design. The writer administered one time of pretest, three times of treatments, and one time of posttest. Paired sample t-test was used to analyze the data and the hypothesis testing was computed using SPSS version 16.00 at the significant level of p<0.05. The mean score increased from 40.07 up to 66.71. The result of hypothesis testing showed that the significant 2 tailed is p=0.000 and the level of significant is if p<0.05. It means there was a significant improvement of students' speaking achievement after they are taught by using *realia.*

Keywords: Achievement, effect, realia, speaking, teaching

INTRODUCTION

Speaking is a crucial part in second language learning that must be mastered by students. By speaking, students can communicate with others and they can express themselves and learn how to follow the social and cultural rules appropriate in communicative circumstances. In fact, most students have low motivation to speak English in the class. They are not aware that speaking is important for them. The lack of students' speaking achievement might be caused by some reasons, i.e: the materials are not interesting for students so that they have no spirit to follow teaching learning process, the teaching strategy cannot stimulate students to speak English in the class.

According to Harris (1974:84), the components of speaking consists of pronunciation, fluency, grammar, vocabulary, and comprehension. This research aimed to find out whether *realia* as a media affected students' speaking achievement significantly after being taught by using *realia*. It is hoped that the media would give better influence in speaking learning process for students because *realia* is an interesting media which could motivate them to speak English.

The word *realia* means using real items found in everyday life as an aid for teaching English. Using *realia* helps students make English lessons memorable by creating a link between the objects and the word or phrase they represent. According to Oyarzo, Vergas and Reyes (2008:24), *realia* is the words which are presented by the use of real object. *Realia* is considered as real objects which is used to aid in practicing a new language, as a way to present meanigful examples

from the real world. In this study, *realia* is the term refers to real objects where are can find them around us and could easily be obtained. It is one kind of teaching media. The objects from real life were used in classroom instruction by educators to improve students' understanding of other cultures and real life situations.

Therefore, the researcher teaches speaking by using *realia* because it is assumed that the students are interested in identifying the real object in which they have known very well. The students are also more interested to use *realia* than handbook as the material. Besides, it also builds their vocabulary mastery by identifying the objects or characteristic of the object.

Therefore, the objective of this research is to find out the significant effect on students' speaking achievement after being taught by using *realia*.

METHOD

This research applied quantitative design. The writer used pretest-posttest design. The design was as follows: T_1 X T_2, (Setiyadi, 2006:131). T_1 is pretest, that is to know the score of students' speaking achievement before treatment is given. While, T_2 is posttest for students' speaking achievement after treatment is given. And, X is treatment in which teaching speaking by using *realia*.

This research was conducted at SMAN 1 Seputih Raman, Central Lampung. The population was the second year students of SMAN 1 Seputih Raman, Central Lampung. The sample was the 11th grade students of social education major that consisted of 28 students in a class. Their ages were 16 to 17 years old. The researcher took XI IPS3 as the experimental class. The researcher taught them by

using *realia* as a media to see the students' improvements in speaking after being taught by using *Realia*.

RESULT AND DISCUSSION

To make sure that the test was reliable and valid, the researcher analyzed the data by using statistic formula. It was Paired Sample t-test of Statistical Package for Social Science (SPSS) for windows version 16.00. The researcher used Paired-Samples t-test to compare the result between pre-test and post-test in the experimental class.

Table 4.1 Distribution of Pre-test Score

Score Interval	Frequency	Percentage	The Lowest Score	The Highest Score	Average Score	Median	Mode
26-31	3	10.7%					
32-37	11	39.2%					
38-43	6	21.4%					
44-49	3	10.7%					
50-55	1	3.5%					
56-61	2	7.1%	26	62	40.07	37	34
62-67	2	7.1%					
68-73	0	0%					
74-79	0	0%					
80-85	0	0%					
86-91	0	0%					
Total	28	100%	26	62	40.07	37	34

Table 4.1 shows that the scores of the students are various. It can be seen that there are three students who got score in range 26-31, 11 students who reached score in range 32-37, six students got score in range 38-43, three students got score in range 44-49, one students reached score in range 50-55, two students who got score in range 56-61, and two students got score in range 62-67. While, there

are no students who got score in range 68-91. The average score of pre-test is 40.07, the highest score is 62, the lowest score is 26, the median is 37, and the mode is 34.

Table 4.2 Distribution of post-test score

Score Interval	Frequency	Percentage	The Lowest Score	The Highest Score	Aver-age Score	Median	Mode
26-31	0	0%	44	88	66.71	63	62
32-37	0	0%					
38-43	0	0%					
44-49	1	3.5%					
50-55	3	10.7%					
56-61	7	25%					
62-67	5	17.8%					
68-73	3	10.7%					
74-79	3	10.7%					
80-85	3	10.7%					
86-91	3	10.7%					
Total	28	100%	44	88	66.71	63	62

Table 4.2 shows that the scores of post-test in each aspect of speaking increased. It can be seen that there are no students who got score in range 26-31, no one of students who reached score in range 32-37, none of students got score in range 38-43, one students got score in range 44-49, three students reached score in range 50-55, seven students who got score in range 56-61, five students got score in range 62-67. Three students got score in range 68-73, three students got score in range 74-79, three students got score in range 80-85, and there are three students got score in range 86-91. The average score of pre-test is 66.071, the highest score is 88, the lowest score is 44, the median is 63, and the mode is 62.

From the results, it indicates that *realia* gave the effect on students speaking achievement better than before being taught by using *realia*. The improvements were constant for each student from lowest level proficiency, medium level proficiency, until the highest level proficiency in speaking. The number of students who got scores in different range showed that *realia* influences their speaking achievement in average of reliability even though their scores generally increased significantly, but the increase was not too high. The students' speaking achievement did not increase acutely.

Table 4.3 The Significant Difference Between The Pre-test and The Post-test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	
Pair 1	Pretest Posttest	-2.66429E1	7.64109	1.44403	-29.60576	-23.67995	-18.450	27	.000

From the table, it is found that the lower value is negative and the upper value is negative too. It means that, this media gives significant difference after the treatment was implemented. The result of hypothesis testing showed that the significant 2 tailed is p=0.000 and the level of significant is if p<0.05, so it means that there was a significant improvement of students' speaking achievement after they are taught by using *realia.*

However, there were some problems during activities. First, when the researcher asked them to make a group of discussion independently, it was wasting a lot of time because some of them were passive. So, it was needed for the researcher to

direct them in making a group. When the students worked in a group, the class became crowded and noisy. Some students were not active in a group. They only relied on their smarter friend who was more diligent and active than the other. The researcher should take more concentration in managing the class. She walked around and motivated the students. Some students also needed longer time to identify the object in a group or individually. The researcher needed a lot of times to guide students in translating the new words from Bahasa Indonesia to English, making sentences, comprehending the sentences, and pronouncing the words fluently. So, the time of learning activity was not enough and out of the planning.

Second, most of students had very limited vocabulary and they were really bad in pronouncing some words and often made ungrammatical sentence because the students never heard the words before. They also never practiced to speak with their friend in the class or outside the class. They seldom did exercises independently. The students needed more guidance from the teacher to make a grammatical sentence or to practice correct pronunciation.

The last problem, when the researcher evaluated their speaking, the researcher needed to focus more on students' utterances when they spoke, because their pronunciation and fluency were very bad. For example they said *"the sev is a oval"* in order to say *"the shape is oval"*. *"this is a siges size lima sen, eh.. five centimeter"* in order to say *" the size is five centimeters"* or *"This is mmm..this is mmm long beans, size beans the is beans the is leng, length, lengs,tron green, green for green beans."* The researcher found that the main weakness of the students in their performance were pronunciation, grammar, and fluency because the students needed more exercises to learn how to make a grammatical sentence

and how to pronounce it well. They also often forgot the new words. They needed more time to memorize their sentences seriously. Therefore it was difficult for them to express their description fluently.

Some students did not like *realia* because students in a lowest level proficiency thought that it was wasting much time and they could not learn the grammar rules faster when they made a sentence because of their lack grammar in the past. They were lazy to identify the object. They were able to mention a little bit of vocabulary only. It is in line word Benavent's idea (2011:89) that *realia* and authentic materials increase learners' motivation but it is difficult to adapt to the learners' level of language, especially at the beginning level. It is also important to note that preparing the materials can be very time-consuming.

By using *realia*, students became more curious to explore the object and they would mention some new words, so they could increase the vocabulary mastery. They also could make a sentence from the word, then they made a paragraph about the object. By guidence of the teacher, they knew how to use transitional words such as; *and, or, but, and then, so, when,* or preposition words such as; *in, on, at, of, for, to, from, about, around, with"*. The teacher could be as a partner and as a corrector at the same time.

The main weakness of their speaking achievement was pronunciation and grammar. Many students were affected by their first language in which it was their daily language in the school or at the home. They had many ethnic languages like Javanese, Balinese, Lampungese, Sundanese, and Batakese. The examples of wrong pronunciations were in words *"size"* and "function", they pronounced

/si:ze/ or */sis/* and */fungsi;esion/ or /fungsion/.* But, after the treatment, they could pronounce the words */saiz/* and */fʌngksyɘn:/.* While, in grammar the students actually made various grammatical errors in the pre-test such as missing verb (e.g. "*...and the benefits corn carbohidrate*", "*potato function good the body*"), missing suffix s/es for plural noun (*e.g. "it has some benefit"), ("has a rounded shapes*), and subject-verb agreement ("*it is has is oval*").

For additional, they still had some troubles in Bahasa Indonesia such as wrong structure and the weakness in official Indonesian Spelling System (EYD), for example; "*aku nggak ngerti itu apaan*" in order to say "*saya tidak mengerti akan hal itu*"; "*kalo gitu mendingan kita pulang aja duluan*"; "*kalau begitu, lebih baik kita pulang saja sekarang.*"; "*ibuk ku beli macem-macem buahan kemaren*" in order to say "*Ibuku membeli buah-buahan kemarin*". Certainly, it would influence their speaking ability in English because they were confused by their ethnic and national language, so they could not ready enough to speak English. Those reasons were supported by a theory of Setiyadi (2006:10) who said that in studying English as a foreign language, language is assumed as the everyday spoken utterance of average person at normal speed. It means that if the students want to speak English fluently, they must practice every day as their habitual.

One of the theories explained that the majority of ESP students are more interested in the topic than in the form of language (Wegener, 2008:139). Its theory supported the indication in the field that even though they were from social major, they were very enthusiastic in accepting the new knowledge from the *realia* object they never learnt before as well as in the science major. It did not decrease their spirit to learn speaking.

CONCLUSION

There is significant effect on students' speaking achievement after being taught by using *realia*. The student's speaking achievement in the posttest increased after the treatment was given. It is because the students felt enjoy and enthusiastic in learning by using *realia*. When they saw the real object, they felt more curious to know the meaning of the new words, how to pronounce them and try to comprehend some information about the object. They opened the dictionary, smart phone, or asked the teacher and their smarter friends. After identifying the object they were asked to develop the new words into grammatical sentences by using simple present tense and to write the paragraph using transitional and preposition words. The implementation of *realia* creates more natural setting, where the learners learn a foreign language, like a child who learns his native language in early stages.

SUGGESTIONS

After being taught the students by using *realia,* there is significant improvement in students' speaking achievement. So, the English teacher is suggested to use this media (*realia*) in increasing students' motivation on learning speaking. The students can explore the object directly to get some information by analyzing the object clearly without afraid of making mistakes in pronunciation or grammar.

The teacher should guide them in comprehending the material. If the students cannot make a grammatical sentence or they get difficulties in pronouncing words, the teacher can help them by explaining the synonym or using Indonesian language to make it easier.

In teaching speaking by using *realia*, teachers are suggested to ask students to identify the object individually. Even it needs a lot of *realia* objects, but it will be affective in improving students' concentration and their independents in developing their achievement in speaking.

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