

## *Realia as A Medium To Improve Students' Speaking Skills*

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### **Abstract**

This research discusses the role of language which has a central role in the intellectual, social, emotional and educating development of students, as well as language that supports success in studying all fields of study. For this reason, language learning also helps learners to be able to express ideas and feelings, participate in society and even discover the analytical and imaginative abilities that exist within them. This research uses a comparative technique where researchers compare scores between the experimental class and the control class. This shows that students need new methods and atmosphere in the classroom that have been provided by the techniques that the author applies in class to overcome difficulties in learning to speak. These methods can improve and influence students' speaking skills because students have an interesting, creative and fun way of capturing more utterances that will be used as material in their speaking.

**Keywords:** *realia, speaking skills, learning English, junior high school*

### **INTRODUCTION**

Media is a very important component in the teaching and learning process. The existence of the media certainly facilitates the teacher's work as a source for explaining material to students. Since technology has a major influence in the field of education, many schools have adopted technology as a resource in the teaching and learning process. In fact, technology has had a positive effect on language teaching, especially in motivating students to learn languages.

Speaking is one of the most demanding skills in everyday life. Everyone needs to communicate with others through talking. Talking plays an important role in social interaction with other people to get information. Therefore, everyone needs to have good speaking skills.

Referring to the observations made by researchers, many SMP Kasih Depok students still have difficulty speaking English for several reasons. One reason is the ineffective media, especially in the process of teaching and learning English. This can affect students'

competence in English. As a result, it is difficult to make conducive speaking classes and requires higher efforts to increase students' willingness to learn to speak English.

In connection with these conditions, the authors are interested in conducting action research in improving the quality of the teaching and learning process, especially in the speaking class. In this action research, the authors worked in teams involving English teachers and students.

One of the problems for teaching and learning speaking techniques, teachers must be able to be good teachers for their students must also be able to play their role as facilitators and mentors for students in an effort to acquire spoken language. An effective technique given to students so they are not afraid of being wrong in speaking is to create a fun and enjoyable learning atmosphere. There are many activities that can simultaneously make fun of talking in class by using visual aids, one of which is realia. According to Mumford realia can be used to teach certain grammar, exercises and speaking. Because

it is one of the interesting visual aids in speaking activities that provide opportunities for students to practice speaking English skills, the author wants to observe the application of teaching speaking using realia and measure the success of using realia in speaking class.

There are some factors for determine the success of teaching and learning of speaking. The researcher interviewed the teacher and the students. The researcher also observed the English teaching and learning process at SMP Kasih Depok. Based on the interview and observation, the researcher found some problems. They are: the first problem is related to the teacher. The English teacher did not use interesting media to conduct the teaching and learning process. She did not optimize any teaching aids as the sources to help her to conduct the teaching. Consequently, the teaching and learning process seemed less interesting.

Second, the second problem is related to the students. Students have many difficulties in learning English as a compulsory subject at school. They often make mistakes in speaking because they must adopt the structures or patterns that differ from those of their mother tongue. As a matter of fact, the students have a minimum chance in practicing English in the daily context. They neither practice nor communicate in English. Even, they tend to speak in Indonesian instead of English. Therefore, they are reluctant to speak in English.

Third, the third problem is media. In SMP Kasih Depok, the media for teaching and learning process were available, whereas the English teacher of SMP Kasih Depok still got difficulties in applying those media in the teaching and learning process. In the teaching and learning process, the English teacher always used textbook and students' worksheet as the main media instead of using another interesting media. This condition made the students easily got bored to join the lesson. The last problem

comes from the activities during the speaking teaching and learning process. In fact, the activities during the English lesson seem to be boring and less interactive. This can be seen in the speaking activities, which consist of drilling materials in the textbook, practicing the material, and finally producing the task based on the text in the worksheet. There are no variations of learning English speaking which could engage students to be more involved to the speaking activities. In the classroom, the process of teaching and learning tends to be monotonous. This makes the process of the learning speaking tend to be passive and uninteresting. It affects the students' motivation in learning English. Besides that, the activities implemented by the teacher are sometimes not interactive. The teacher mostly uses individual performance so that the interaction among the students is quite minimal.

In reference to the above discussion, there are some problems concerned with the quality of speaking teaching and learning in SMP Kasih Depok. The crucial problems are the lack of students' motivation in joining English teaching and learning, ineffective teaching methods, and limited media. Those problems are believed to provide a big impact on the quality of English speaking teaching and learning process.

## METHOD

To analyse the data, the researcher uses comparative technique. The researcher compares the scores between the experimental class and the control class. This case is also referred to as data processing. Data processing is the last step to find out the results of the experimental class and the control class and their differences.

In the experimental class, the authors used one class to investigate, then group classes were combined into an advanced control class and an experimental class. For the experimental class the author teaches speaking using realia media, while

for the control class the author teaches without realia media which tends to tolerate convergent rote learning responses, emphasizes the concept of information, exercises in text, and because the assessment is still in the form of a traditional paper and pencil test that only requires one correct answer. In addition, the authors conducted a test to determine the effect of realia as a medium for teaching speaking on improving students' speaking skills.

This research is an experimental research where research is conducted on the experimental class and the control class. In this research, the authors taught students in the experimental class using realia as a medium and the control class did not use realia as a medium in teaching speaking. Class tests are equal in quality and quantity to maintain research ability. This is given to find out how effective realia speaking learning media is to improve students' speaking skills. After obtaining the data from the pre-test and post-test, the data is analysed and processed using a statistical calculation of the t-test formula with a significance degree of 5% and 1% formula as follows:

$$T_o = \frac{\sqrt{(\sum x1^2 + \sum y2^2)(\sqrt{N_1 + N_2})}}{(N_1 + N_2 - 2)(N_1 \cdot N_2)}$$

- $M_1$  = Mean Score of Experiment Class
- $M_2$  = Mean Score of Control Class
- $\sum x1^2$  = Sum of Square Deviation Score in Experiment Class
- $\sum x2^2$  = Sum of Square Deviation Score in Control Class
- $N_1$  = Number of Students of Experiment Class
- $N_2$  = Number of Students of Control Class
- df = Degree of Freedom

**FINDINGS AND DISCUSSION**

In this research, the respondents were first grade students at SMP Kasih Depok. Respondents in this research were 20 students consisting of one class taught using realia media (experimental class) and 20 students from the conventional class (control class) for the control class taken from previous scores in the same period. To find out the results of the tests (pre-test

and post-test) the authors made a table of student scores from both classes (experimental class and control class). The following table is the results of students in the Control Class without realia in teaching speaking.

The Result of the Students in Control Class

STUDENT'S CODE	Pre Test	Post Test	Gain
X-1	60	70	10
X-2	50	55	5
X-3	50	60	10
X-4	60	70	10
X-5	60	65	5
X-6	55	57	2
X-7	50	60	10
X-8	60	63	3
X-9	60	70	10
X-10	55	63	8
X-11	50	58	8
X-12	60	70	10
X-13	72	75	3
X-14	60	63	3
X-15	50	50	0
X-16	50	60	10
X-17	50	55	10
X-18	53	55	25
X-19	50	55	5
X-20	60	62	2
<b>N=20</b>	<b>1118</b>	<b>1236</b>	<b>121</b>

Based on the table above, the authors conclude that the average pre-test and post-test scores for the Control Class are 55.75 for the pre-test, 61.8 for the post-test and 6 for the gain score. The following table is the results of students in the Experimental Class using realia in teaching speaking.

The Result of the Students in Experiment Class

STUDENT'S CODE	Pre Test	Post Test	Gain
Y-1	60	75	15
Y-2	62	65	3
Y-3	50	65	15
Y-4	63	63	0
Y-5	60	70	10
Y-6	50	65	15
Y-7	52	55	3
Y-8	50	68	18
Y-9	65	70	5

Y-10	62	75	13
Y-11	50	62	12
Y-12	60	68	8
Y-13	65	75	10
Y-14	50	62	12
Y-15	52	65	13
Y-16	60	65	5
Y-17	60	60	10
Y-18	70	70	0
Y-19	50	60	10
Y-20	60	75	15
<b>N=20</b>	<b>1141</b>	<b>1333</b>	<b>192</b>

Based on the table above, the authors concluded that the average pre-test and post-test scores for the Experimental Class were 57.05 for the pre-test, 66.65 for the post-test, and 9.6 for the gain score. The following table is the result of the post-test calculations for the two Experimental classes using realia in teaching speaking and the Control Class without realia in teaching speaking.

The Result of the Post Test both Experiment Class and Control Class

N	X	Y	X	Y	X <sup>2</sup>	Y <sup>2</sup>
1	15	10	+5.4	+3.95	29.16	15.6025
2	3	5	-6.5	-1.05	42.25	1.1025
3	15	10	+5.4	+3.95	29.16	15.6025
4	0	10	-9.6	+3.95	92.16	15.6025
5	10	5	+0.4	-1.05	0.16	1.1025
6	15	2	+5.4	-4.05	29.16	16.4025
7	3	10	-6.5	+3.95	42.25	15.6025
8	18	3	+8.4	-3.05	70.56	9.3025
9	5	10	-4.6	+3.95	21.16	15.6025
10	13	8	+3.4	+1.95	11.56	3.8025
11	12	8	+2.4	+1.95	5.76	3.8025

12	8	10	-1.6	+3.95	2.56	15.6025
13	10	3	+0.4	-3.05	0.16	15.6025
14	12	3	+2.4	-3.05	5.76	9.3025
15	13	0	+3.4	-6.05	11.56	36.6025
16	5	10	-4.6	+3.95	21.16	15.6025
17	10	5	+0.4	-1.05	0.16	1.1025
18	0	2	-9.6	-4.05	92.16	16.4025
19	10	5	+0.4	-1.05	0.16	1.1025
20	15	2	+5.4	-4.05	29.16	16.4025
<b>N=20</b>	<b>Σ19</b>	<b>ΣY = 12</b>	<b>Σx = 0</b>	<b>Σy = 0</b>	<b>Σx<sup>2</sup> = 536.</b>	<b>Σy<sup>2</sup> = 234.95</b>

It shows that the score of both classes are on average level, it means that the student's achievement in learning speaking by using realia is generally high, though there are differences in minimum and maximum standard of each class, the table shows the experiment class has higher standard. From the table above the researcher gets the calculating using that test formula.

**Determining mean 1 with the formula:**

$$M_1 = \frac{\sum x}{N} = \frac{192}{20} = 9.6$$

**Determining mean 2 with the formula:**

$$M_2 = \frac{\sum y}{N} = \frac{12}{20} = 6.05$$

**Determining the standard of deviation of variable 1:**

$$SD_1 = \frac{\sqrt{\sum x^2}}{N} = \frac{\sqrt{536.18}}{20} = \sqrt{26.809} = 5.18$$

**Determining the standard of deviation of variable 2:**

$$SD_2 = \frac{\sqrt{\sum y^2}}{N} = \frac{\sqrt{234,95}}{20} = \sqrt{11,74} = 3,42$$

The research hypothesis explains that there is a significant influence between student achievement in teaching speaking using realia and without realia for SMP Kasih Depok. Based on statistical calculations from the experimental class and the control class, it can be concluded that the use of realia has a higher influence in teaching speaking for first grade students of SMP Kasih Depok. The application of the use of realia in teaching speaking means helping students overcome their difficulties in learning to speak, especially oral procedures and descriptive. The use of realia can be an alternative method of teaching speaking, because it offers an interesting and fun learning atmosphere.

Based on the results of hypothesis testing, it is known and true that the use of realia in teaching speaking can have a significant effect on improving students' understanding and speaking, especially in procedural and descriptive. It can be seen that the value of the experimental class is higher than the control class. This means that the use of realia in teaching speaking is higher than without realia in teaching speaking. Through this technique, students have an interesting and fun way of learning to speak.

The application of the use of realia in teaching speaking that the author presents here is for first-year high school students. However, it can also be applied to other high school students, as long as the context is appropriate for the student. Teachers can create other activities that match the themes in the school curriculum.

## CONCLUSION

Based on data analysis, it is obtained that the data about the use of realia in teaching speaking which has been compared with and without realia in teaching speaking. The researcher compares that the score of students in the

experimental class in using realia in teaching speaking is higher than students who do not use realia in teaching speaking. This shows that students need new methods and atmosphere in the classroom that have been provided by the techniques that the authors apply in class to overcome difficulties in learning to speak. These methods can improve and influence students' speaking skills because students have an interesting, creative and fun way of capturing more speech that will be used as material in their speaking. Conclusions can be seen from the results of statistical calculations in the previous chapter. From the explanation above, the meaning shows that there is a significant influence between the results of using realia in teaching speaking and without realia in teaching speaking.

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