USING REALIA IN SPEAKING CLASS

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Abstract

The aim of the study is: to identify the improvement of using realia to the students’ speaking skill of the eighth grade students at SMP N 2 Gondangrejo 2016/2017 Academic Year. This action research was carried out at the class VIII E in SMP N 2 Gondangrejo. The class consisted of 31 students, 15 girls and 16 boys. The researcher conducted 2 cycles of classroom action research. Each cycle consisted of two meetings which contained of some activities: identifying the problem, planning the action, implementing the action, observing the action, reflecting the action and revising the plan. In collecting data the researcher used test and non-test. In test, the pre-test that was used by the researcher was oral test. And then, in the post-test 1 the researcher asked the students to describe one of their school tools in front of the class. And in the post-test 2, the researcher asked the students made the dialogue about describing their school tools pair with their seatmate. In non-test used Interview, Observation, and Document. In analyzing the data, the researcher used Qualitative and Quantitative data analysis. The results of the research showed that the students did not feel shy and they were confident. Moreover, the mean score of post test 1 in cycle 1 (52.64) is higher than the mean of pre test (36.00) and the mean of post test 2 in cycle 2 (72.64) is higher than the mean of post test in cycle 1. The t-test result of cycle one is 6.93 and the t-test result of cycle two is 10.75. From the results of the research, it can be concluded that using realia can improve the students’ speaking skill.

Keywords: Speaking Skill, Realia, Action Research
INTRODUCTION

Language has a very important part in human activities, because it is used as a means to communicate with other people, to express their feelings, purposes, ideas, even in spoken or written way. Through language people can make relationship in society. There are many languages in the world, but English becomes one of languages that we have to learn.

English is one of language that used by most country in the world. Because of that English becomes an International Language. English is needed to be able to participate in the wider world of work in the International relationship. It is used both in oral and written. That is why English is very important to be learned by many people. In Indonesia itself, students need to learn English as the first foreign language. According to UU No. 24 article 29 year 2009 “Bahasa pengantar dapat menggunakan Bahasa asing untuk tujuan yang mendukung kemampuan berbahasa asing peserta didik”. It means that in Indonesia, English is taught as the first foreign language to support students’ skill to communicate in foreign language.

In learning English, there are four language skills, namely listening, speaking, reading and writing. One of language skills that should be learnt by students is speaking. By speaking English students are able to make a communication to other people orally. According to some experts speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Burns & Joyce, 1997). Based on the observation in SMP N 2 Gondangrejo, many obstacles in spoken English, such as students’ confident, students’ vocabulary, and the habit to speak English. So, in learning
speaking English, the students need the stimulant or media to make interesting teaching learning process.

There are some problems in Teaching Learning English. The problems come from 3 factors. The first factor come from the students. The students have difficulties how to speak and pronounce well. It seems while students answer and respond the teacher’s instruction they often do not pronounce some words correctly. Learning motivation of some students are still low. Some of the students heedless the instruction from the teacher and do not work the tasks. The students feel unconfident to answer their teacher’s question. When the students want to go to the toilet, they are not brave to make excuses in English. In the class the students are not really active and brave to make statement or suggestion. And then the second factor is the teacher. Based on the interview with the English teacher, she said that “the focus of English at the eighth grade is on reading and translating”, so the portion of speaking is not a priority. The teacher do not use any media. The teacher only uses handout book which every two students in one table get one book. The teacher rarely uses other media, such as LCD projector and speaker. The monotonous technique perhaps can make students feel bored. And the last factor is the School. Some facilities in this school need to fix more, like fan in the classroom is noisy while moving, making situation in the class uncomfortable and LCD in some class have damaged. The books collection in the library are not too complete, so only some students come to read. There is no Language Laboratory to support English Learning process.
Based on the background above the researcher conducted a study entitled “Using Realia to Improve Students’ Speaking Skill of The Eighth Grade at SMP N 2 Gondangrejo 2016/2017 Academic Year”.

**METHODOLOGY**

This research was conducted at SMP N 2 Gondangrejo, Karanganyar. Located in Jatikuwung village. The subject of the research was the eighth grade students at SMP N 2 Gondangrejo 2016/2017 academic year. In this research, the researcher class chosen was VIII E. It consisted of 31 members, 16 male students and 15 female students. The research method in this study was action research. Based on Kemmis and Taggart (2000) the procedure of each step can be explained as follows: (1) Identifying Problem and Planning: The researcher identified the problems before planning the action research. (2) Implementing The Action: The implementing for action in general. (3) Observing: The researcher collected data by conducting observation. (4) Reflecting: The researcher analyzed the result of the observation. (5) Revising the plan: In this step, the researcher revised the plan if there were some shortage that need to be fixed and also used to the next learning activity. In this classroom action research to collecting data researcher used test and non-test, as follows: (1) Test: The pre-test that was used by the researcher was oral test. The researcher asked the student to introduce their selves in front of the class. The researcher took the result by recording activity and assessed according to scoring rubric. And then, in the post-test 1 the researcher asked the students to describe one of their school tools in front of the class. And in the post-test 2, the researcher asked the students made the dialogue about describing their school tools.
pair with their seatmate. (2) Non-Test: Interview, Observation, and Document. The researcher used two kinds of technique of analyzing data. They were qualitative and quantitative: Qualitative Data Analyses: In this research, the researcher used qualitative data analysis. The researcher used interactive model of data analysis. Quantitative Data Analysis: The quantitative data analyses were used to analyze data from the result of teaching learning process pre-test and post-test. Then, the results of the tests analyzed using non-independent t-test. It is answer the problem whether there was a significant difference between the students’ achievement before and after the action.

RESULT AND DISCUSSION

In this chapter, the researcher presented the result of the research on using realia to improve students’ speaking skill of the eighth grade at SMP N 2 Gondangrejo 2016/2017 academic year. The implementation of the cycles was held from August until September 2016. The results of implementation is presented in chapter four which consists of three sections, covering introduction, research implementation and discussion. The research was conducted in two cycles. Each cycle in this research consisted of these following steps: identifying the problem, planning the action, implementing the action, observation, reflecting, and revising the plan.

The research was conducted through two cycles. Each cycle in this research consisted of two meetings and each meeting took 80 minutes. In this research there were some steps, covering: (1) pre-test, (2) implementation of the action in cycle
one, (3) post-test 1, (4) implementing of the action in cycle two, (5) post-test 2. All cycles discussed about Describing school tools in English. Each cycle consisted of a series of steps consisting of identifying the problem, planning the action, implementing the action, observing the action, reflecting of the action and revising the overall plan.

The researcher held pre-test to verify the students’ problem in English Lesson, particularly speaking activities. The researcher did not use lesson plan and material during pre-test. The researcher only used the instruction. The duration of pre-test was 80 minutes, including 5 minutes at the beginning for giving introduction and information, 10 minutes for giving instruction. Firstly, the students got 60 minutes to introduce themselves in front of the class one by one in English. Secondly, the researcher recorded the students’ performance and assessed according to the rubric elements of Speaking, covering: Grammar, Vocabulary, comprehension, Fluency and Pronunciation. Each elements has 5 categories assessment. And the last 5 minutes left was used for reflection and closing activity. The mean of pre-test was 36.00. The score was too low, because the minimum score or KKM (Kriteria Ketuntasan Minimum) that had to be reached by VIII E students of SMP N 2 Gondangrejo Karangnyar in English lesson was 70.00. It was caused by the insufficient students’ abilities to support their speaking skill, which covering pronunciation, vocabulary, grammar, and fluency.

In cycle one, there were two meetings. The first meeting was conducted on Wednesday, August 24th, 2016 and the second meeting was conducted on Friday, August 29th, 2016. After implementation twice the action in the class, the researcher conducted Post Test 1. Post-test 1 was conducted on Wednesday, September 2nd,
2016. Like the simulation before, the students had to describe their school tool that was chosen in front the class one by one.

After observing and analyzing the result of observation in cycle one, the researcher found some strengths and weaknesses. The Strengths were: The students were more active in the classroom; The students were more confident to speak English in front of the class; The students were more fun and enthusiasts to learn English; The students’ vocabulary and grammar were better than before. The Weaknesses were: The class was very noisy; Some students were still unconfident to speak English in front of the class; The lowest score is in aspect pronunciation. Most of them still difficult left their Javanese accent; The result of Post Test 1 was 52.64, it was did not reach the minimum score or KKM (Kriteria Ketuntasan Minimum). From the result above, the researcher thought that it was necessary to conduct the cycle two to solve the problems that appeared in cycle one.

Cycle two consisted of two meetings. The first meeting was conducted on Friday, September 4th, 2016, and the second meeting was conducted on Wednesday, September 9th, 2016. And the activity in that day was making a dialogue to describe the school tools. The researcher conducted the second post-test on Friday, September 11th, 2016 at 09.40 a.m. until 11.00 a.m. Like the simulation before, the students acted the dialogue with their seatmate about their school tool. Some students told their new book. They told where and the book was bought, how much the book and why they chose the book. The result of teaching learning speaking using realia showed the significant improvement from cycle one to cycle two. The Strengths were: The mean score of post-test 1 is better than before. In cycle 1 the mean score of post-test was 52.64 and the mean score of post-test 2 in the cycle 2
was 72.64. Their vocabulary were improved, it was seen from their dialogue were longer and more detail than first cycle. The students score of exercise was higher and reached the minimum score or KKM (Kriteria Ketuntasan Minimum). The weaknesses were: The lowest score is in aspect comprehension; In aspect fluency, some of the students still paused while speaking English; In aspect pronunciation, most of the students still have some difficulties.

The implementation of teaching-learning process using realia improves the students’ speaking skill significantly. It was shown a positive improvement of students’ speaking skill, before the action research was conducted, the students got the difficulties in finding vocabulary and to produce the words, phrases, or utterances to express the idea (vocabulary), to use certain language system (grammar) to make well-formed utterances, to be able to use the language fluency and confidently with few unnatural pauses and to perform acceptable pronunciation to express understandable utterances. The achievement of students’ speaking skill test was 36.00. The score is too low, because the minimum score or KKM (Kriteria Ketuntasan Minimum) of SMP N 2 Gondangrejo Karangnyar in English lesson is 70.00.

Based on the result of the research, the improvement after the action is proven by the score of the test. The result of pre-test was 36 and the result of post-test 1 was 52.64. It means that there was an improvement. The improvement happen after teaching learning speaking activity using realia. There was also improvement in cycle two that the mean score of students increases into 72.64. It can be concluded that there was an improvement of the students’ speaking skill.
Based on the analysis using t-test, the result between pre-test and post-test 1 was 6.93. And the result between post-test 1 with post-test 2 was 10.75. It means that there is significance improvement which is described before in the learning of speaking skill using realia.

It is concludes that teaching using realia able to improve students’ speaking skill of Eight Grade at SMP N 2 Gondangrejo 2016/2017 Academic Year.

**CONCLUSION**

Based on the result of the research, the researcher draw the conclusion considered the improving speaking skill using Realia of the eighth grade students at SMP N 2 Gondangrejo, Karanganyar in Academic Year 2016/2017.

Using Realia can improve students’ speaking skill. It was shown from the students’ achievement in score test. The comparison among the mean score of pre-test, post test 1, and post test 2. It can be said that there were improvement of students’ speaking skill because the mean score of post test 1 in cycle one (52.64) was higher than the mean score of pre test (36) and the mean score of post test 2 in cycle two (72.64) was higher than the mean score of post test 1 in cycle one. It means that there were significant differences.

After analyzing the data, the researcher concludes that using Realia can improve students’ speaking skill of the eighth grade at SMP N 2 Gondangrejo in Academic Year 2016/2017.
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