ARTICLE

THE EFFECT OF REALIA TO THE STUDENTS' SPEAKING ABILITY IN NARRATIVE TEXT TO THE EIGHT GRADE OF SMP ISLAM SULTAN AGUNG PLOSOKLATEN ACADEMIC YEAR 2016/2017

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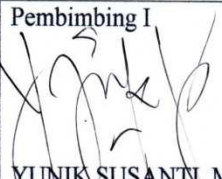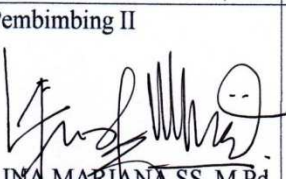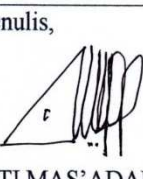|		
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THE EFFECT OF REALIA TO THE STUDENTS SPEAKING ABILITY IN NARRATIVE TEXT TO THE EIGHT GRADE OF SMP ISLAM SULTAN AGUNG PLOSOKLATEN ACADEMIC YEAR 2016/2017

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ABSTRAK

The junior high school students are still low achievement of speaking ability. Most of students learn speaking passively and they feel shy to learn it. This problem can be caused by some factors, such as inappropriate teaching media applied by the teacher and students low motivation in speaking material. In other hand, to help the students get the better in speak up, the researcher wants to introduce Realia media that can be used in teaching speaking especially in narrative text. The objective of this research are to know the effect of realia before and after being taught using realia media, and the last to find out any effect of Realia on students speaking ability. This research approach was quantitative research and the research method was pre experimental design, namely the one-group pre-test post-test design. The subject of the research was the eight grade students of SMP Islam Sultan Agung Plosoklaten in academic year 2016/2017. The sample of the research was class VIII- A consisting of 28 students. This research was held in four meetings involved pre-test, first treatment, second treatment, and post-test. The researcher used test as the instrument to collect the data. The research was carried out from August 2016 up to January 2017. After collecting the data, the next step was analyzing them by using SPSS Vs 21 to know the effect of Realia on students' speaking ability.The result of data analysis showed that the students' speaking ability increased after being taught using realia. It was proven by the mean after being taught using REALIA (37.64) was higher than the mean score before being taught using REALIA (34.50). The *t-score computation* was higher than *t-table* (4.402>2.052) it means that Ho was rejected and Ha was accepted. From the finding above, it can be concluded that REALIA media was effective on students' speaking ability especially in component of fluency and vocabulary. The students score in fluency was increase from 40.0 into 60.0 and vocabulary was increase 50.0 into 50.5. The researcher also gives suggestion to the English teacher that should teach the students using REALIA with completed some of media realia to increase their speaking ability.

KATA KUNCI : Speaking, Realia

I. BAGROUND OF THE PROBLEM

Speaking is one of skills learned and practiced the first high school students in

English language lesson. According Brown (2003: 140) speaking is a productive skill that can be directly and empirically

observed, those observations are invariably colour by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and the validity of an oral production test. Futhermore Erny (2010: 13) Speaking is essential part of the foreign language learning. It can be used for the students to express their ideas orally in foreign language. After expressing the definition of speaking here is going to be talk about several thing share to this study for instance : the important of speaking ,the difficult of speaking, the definition of realia, the using of realia in narrative, the advantages of realia, the reason doing this study and the aim of this study.

Meanwhile, in junior high school speaking is important because the students haven't been able to speak up clearly. Moreover with speaking the student can explore their ideas when the students communication with other people. Rika (2010: 5) says that students usually get problem to make sentence based on appropriate grammar because it is different from Indonesian. It means that the students were able to speak they can improve speaking ability. Thus, the teacher asks them to speak english in the classroom in the teaching learning process.

Richards and Renandya (2002: 204) says that speaking in a foreign language is

difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction. The learners are considered as the key participant in the teaching and learning process. They are considered as the primary subject or the main reason why the process is implemented. The knowledge that acquired by the learners will decide if the teaching and learning objectives are achieved. Learners vary from one another in the aspects of learning. There are those learners that learn fast while there are those learners that learn in average or slower.

The difficulty of speaking can resovable with media . One of the media that can be used is realia because to easily the students when they speak up. Sukrina (2012: 9) says that the student gave good response and some of them paid attention and listened to the teacher's explaining in front of the class. Wantini (2010: 28) says that most of the students react positively to physical objects and actions because there are having direct correspondence with the real description. Therefore to realia that made by students in speaking, realia ordinary use by researcher.

In this Research the teacher teaching realia to make the students interesting when they follow english lesson usually

they feel bored. Wulandari (2012: 6) says that many students can't speak english fluently there are lot of reason why they have low ability in English speaking. Thus the result of the study was found the students experiment class score in the use of realia in teaching speaking is higher rather than the students pre test scores that does not use realia in teaching speaking. Nugroho (2010: 32) suggests for the future research should be creative in developing the teaching learning activities in classroom to improve students skill in speaking by using visual aids especially using realia.

The researcher chooses realia because to make the students having more interest and spirit. Therefore for the reason Toyyibah (2009: 9)says that Realia is an ojects or activities used by teacher to demostrate real life and real thing. It means as the teacher we must give motivation to express their idea orally. In order realia which are brought into classroom, it allows the students to see or hear and in some cases touch the material directly. In short based on explanation aboving realia in teaching speaking is considered to support when the teacher teach and also the students more interesting and enjoy in learning process.

In addition the researcher chooses realia to improve the students speaking ability.

Lia(2009: 9)says that the students difficulties of pronunciation and nervous or shy and also the students are not just sitting and listening to the teacher's explanation, but they can interact with their friends and practice their speaking ability. Therefore Realia make the students more confidence and give motivation in speaking. From the problems above the researcher want to know the effect of using Realia in teaching speaking ability in Narrative text to the student in SMP Islam Sultan Agung Plosoklaten.

On the other hand to hold the research, the researcher aims to conduct a research SMP Islam Sultan Agung Plosoklaten. In this school during the researcher teaching practice it has been known from teacher speaking as the most of students difficult to accept the material. It can be seen from the result of speaking the students less confidence when they speak English. When the teacher ask the students to speak english they can't express ideas. Thus the researcher to decided in teaching speaking used realia .

Based on the problem above, the writer assumes that realia is the media that can be used in speaking. Therefore it is decided to conduct a research entitled "The Effect of Realia to the Students' Speaking Ability In Narrative Text to the Eight Grade of SMP

ISLAM SULTAN AGUNG Plosoklaten Academic year 2016/2017.

II. RESEARCH METHODOLOGY

In the process of gathering the data, this article the use experiment research with one-group pre test and post test design to measure the dependent variable after being controlled using independent variable. Ary (2010: 303) says that this technique have three steps they are (1) administering a pretest measuring the dependent variable (2) applying the experimental treatment *X* to the subjects; and (3) administering a posttest, again measuring the dependent variable.

Meanwhile the population of this research choose eight grade students of SMP Islam Sultan Agung Plosoklaten it consist of eight class. Each consist of 28 students. The number of students is 224. Therefore the number of population is 224. Then the sample of this research take by using technique clustering and take one of eight classes that is VIII- A it consist of 28 students 17 female and 11 male. Here, the researcher used test to know students' abilities in speaking ability. The researcher used test because the purpose of experimental research was to know the effect of the students before and after being taught using realia to the students speaking ability to the Eight grade of SMP Islam Sultan Agung Plosoklaten. The

researcher used test that is oral test in the form of monologue is appropriately accomplish communicative function according to situation, participant, and goals. In this written test is held in SMP Islam Sultan Agung Plosoklaten.

The technique of collecting the data is three steps of data collection :

1. Pre -test

The researcher give pretest before teaching treatment then the researcher give some instruction for the students to tell about narrative orally in front of the class , then the researcher given time duration for two until three minutes to tell about it.

2. Treatment

After giving pretest the researcher teaching narrative using realia miniature especially about animal, then the researcher give example about narrative text using realia. After that the students ask to do task which contain 4 indicators of speaking .

3. Post-test

In this step the researcher give the students post test to know the students score after giving treatment. It was also same with pre test. The researcher after giving treatment the students ask to do test of oral test, they ask to tell used two of the miniature and they give two minutes until three minutes presented their result in front

of class one by one. After all of process had finished. The researcher analyzed the students score using statistic analysis to prove the hyphotesis with comparing the pretest and posttest score.

Moreover, the technique of data analysis used by the researcher is t-test. This test is used to prove the hypothesis based on the researcher in previous chapter. From this process the researcher will know whether this research is significant or not by looking at the result of pre test and post test.

All the data collected from the pre-test score and post test score will be analyzed using SPSS Version 21. The data which get from the pre-test score compared with the post-test score using the formula of paired sample t-Test with the degree significance 5 % (0,05). To know the difference students' speaking ability before and after being taught using realia and to prove the hypothesis . If there is students score average is no significance difference the(Ho) is accepted and (Ha) is rejected, but if the students score average is significance difference the (Ho) is rejected and (Ha) is accepted.
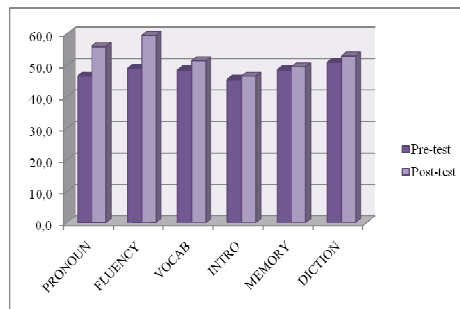
III. RESULT AND CONCLUSSION

The data of pre-test shown how the students' speaking ability before the researcher gave them treatment students total score is 963. In the pre-test the researcher got range score from 28 into 43. The total score consist of 2 students got total score 40. Then, 3 students got total score 38. Next, 5 students got total score 37. Then, 5 students got score 35. After that, 2 studenst got total score 33. Finally, 9 students got total score 32. Then, 1 students got total score 30. In short, 1 students got total score 28 . Therefore from the students good total score 40 because the students can explore idea and fluent when they speak. Then from the students fair total score is 28 beause she less explore idea and less fluent when they speak . Moreover, the students total score is 1053. In the post-test the researcher got range score from 32 into 47. The total score consist of 1 students got total score 47. Then, 1 student got total score 43. Next, 1 student got total score 42. After then, 4 students got total score 40. Then, 5 students got total score 38. Next, 6 students got total score 37. Finally, 10 students got total score 35. Moreover the good total score and score is 47 because the student more fluent and remember many word. Meanwhile, from the student fair total score is 35 because she get score from component low and less explore idea and less fluent when they speak up.
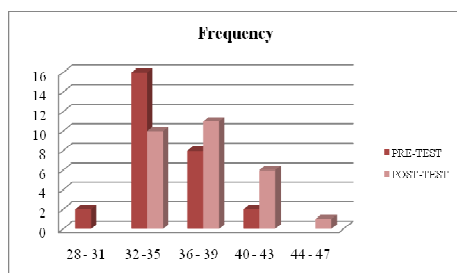
The increasing score also occur for each component of speaking, the increase

score was provided the data into diagram below:

From diagram above, it can be seen that fluency was increase from 40.0 into 60.0. Then, pronunciation was increase from 40.5 into 50.5. Next, diction was increase from 50.0 into 50.5. After then, vocabulary was increase from 50.0 into 50.5. finally, memory was increase from 40.5 into 40.49. In short, introduction was increase from 40.5 into 40. 49. From the diagram of all component it used to know effect of students speaking ability before being taught using realia and after taught using realia.

Finally, it can be conclude that realia media has significant effect on the students pronunciation, fluency, voabulary, diction and memorization to Eight grade students' speaking ability on SMP ISLAM Sultan Agung Plosoklaten.

From the diagram frequency above, it can be see that frequency of pre-test start from 28 – 31 until 40 – 43 then frequency from post-test start from 32 – 35 until 44 – 47. Therefore, frequency of post-test score was increase than the frequency of pre-test.

In other hand, the researcher also analyzed the data using SPSS version 2.1 and the result is provides on the table below:

Paired Differences								Sig.
				95% Confidence Interval of the Difference				(2-tailed)
Mean	Std. Deviation	Std. Error Mean	Lower	Upper		t	df	
3,14286	3,77824	0,71402	1,67781	4,60791		4,402	27	.000

From table above, it can seen that mean difference was 3,14286 with the standard deviation 3,77824. The standard deviation used to show how the ratio score was grown. The effect of using realia can be seen from the result of t-score. The table shows the t-score was 4,402 with the degree of freedom 27. The degree of freedom used to know the t-table level. The sig (2-tailed) score was 0,001 < 0,05. It mean that there was any effect of using realia media to the students' speaking ability. Therefore, according to the calculation of SPSS and the diagram above, the researcher concludes that the students speaking score was increase and realia media have significance effect to the

students speaking ability to the Eight grade SMP Islam Sultan Agung Plosoklten.

Realia is effective media on the students' speaking ability. This media should be used by the teacher in teaching speaking. Because realia can help the students to solve their difficulties in speaking such as pronunciation, fluency, vocabulary, diction and memorization. Finally, the researcher conclude that realia is very helpful media in teaching speaking.

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