

JURNAL

THE EFFECT OF USING REALIA TO STUDENTS' SPEAKING ABILITY OF SMPN 3 PAREIN ACADEMIC YEAR 2016/2017



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ABSTRACT

Speaking plays an outstandingly important roles in communication, because through speaking people can directly share their ideas and thoughts to the others and the listeners can grasp and give response in a matter of seconds. In fact, the occurrence of problems faced by the students in learning speaking is inevitable. this happens to be case found in SMPN 3 Pare where most of the students still encounter difficulty dealing with speaking. This research is aimed for answering the following questions: (1) How is the students' speaking ability before being taught using realia at the eighth grade in SMPN 3 Pare in Academic Year 2016/2017? (2) How is the students' speaking ability after being taught using realia at eighth grade in SMPN 3 Pare in Academic Year 2016/2017? (3) Is there any effect of realia to the students' speaking ability at eighth grade in SMPN 3 Pare in Academic Year 2016/2017? The research design of this research is quantitative design and the method of this research is experimental research. The sample of research was VIII-B students of SMPN 3 Pare which consisted of 38 students. The process of collecting the data was using pre-test and post-test. And the technique of analyzing the data was using t-test. It is shown after the researcher calculated the students' score of pre-test and post-test. The results of the test that was analyzed by using t-test was 19,05 at the degree of freedom 34, t-table was 2,0322 at the level of significance 5% and 2,7284 at the level of significance 1%. It means that $t_{\text{observed}} (19,05) > t_{\text{table}}$ at the degree of significance of 5% and 1%. So, t-score was very significant. From the result of the research, we knew that realia as the media in teaching speaking gave very significant effect to the students' speaking ability in descriptive text. English teacher is suggested to apply realia as the media in teaching speaking in order to make the students more interested and easier for them to speak English.

KEYWORDS: Speaking, Speaking Ability, Realia.

I. INTRODUCTION

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. Richards (2008:19) argued that the mastery of speaking in English is a priority for many second-language or foreign-language learners. In

order to improve their speaking ability, students need to practice their speaking skill every day. Harmer (2001:269) states that ability to speak fluently presuppose not only a knowledge of language features, but also the ability to process information in language "on the spot". Therefore, the teachers should give more attention to the students to be able to speak

a foreign language fluently. Moreover, teacher should also give students opportunity to practice their speaking by giving more examples, activities, methods, and also media that put them into real practice communication. In fact, the occurrence of problems faced by the students in learning speaking is inevitable. Therefore, the problems also appear from the research conducted by the previous researchers. Mulyani (2015) found that students were just silent when the teacher ask the student to speak English, they were afraid of making mistakes when they speak English both in structuring and in pronouncing the words, and students lose their self confidence. According to the test of result of statistical calculation is obtained that $t_o(t\text{-observation})$ is higher than $t\text{-table}$, it means that there are any significant influences of using realia in teaching speaking.

Then, Rokhmawati (2010) was found the students did not reach the standart of English score because some students do not like speaking activity and the teacher did not give the interesting explanation activities or examples that make the students be active to practice the speaking activity. It made the students bored and rare to practice their speaking ability. The result of research shows that realia used in teaching speaking procedure text with the

ninthgrade of students MTs Mathalibul Huda Jepara in The Academic Year of 2010/2011 can improve students' speaking ability. This successfulness can be seen from the result of students' average score and good responses by students. It can be concluded that; Realia is a effective media to teach speaking and also can improve the students speaking ability. There are many activities to make fun and enjoyable activity in teaching speaking in the classroom. By using this media, the students' problems can be solved because realia is helpful for teaching the meanings of words or for stimulating students activity. Furthermore, objects that are intrinsically interesting can provide a good starting-point for a variety of language work and communication activities (Harmer, 2001:177). Besides that Harmer (2001:140) said, realia also make learning process more enjoyable. Realia helps students to get new vocabulary and gives chance to students to remembering the new words by looking, touching, smelling, and tasting the real object given by the teacher. By remembering the things, the students motivation and confidence also are improved. If they are confidence, they will never be afraid to make mistakes in speaking.

Realia are objects from real life that often found in our environment and will be

used in classroom instruction to improve students' speaking ability. Realia will be used to connect learners with the key focal point of a lesson by allowing multidimensional connection between learned material and the object of the lesson. Harmer (2001:140) states that realia or real items are useful for teaching and learning in the classroom. Objects that are intrinsically interesting provide a good starting point for a variety of language work and communication activities. Realia also make learning process more enjoyable. Realia is a term for any real, concrete object in the classroom to create connections with vocabulary words, stimulate conversation, and build background knowledge. The main advantage of using real objects into the classroom is to make the learning experience more memorable for the learner. Realia gives students the opportunity to use all of their sense to learn about a given subject, and it is appropriate for any grade or skill level. When the real object is not available or impractical, teacher can use models or semi-concrete object, such as photograph, illustrations and artwork. Based on the reason above, the researcher focuses on students' speaking ability in descriptive text of eighth grade students at SMPN 3 Pare by using Realia in academic year 2016/2017

because the students have lack of vocabulary and confidence to speak English in teaching learning process. In fact, the facilities of this school are very complete. To support the teaching learning process, it has language laboratory to practice English. The researcher expects that by using realia, it will help the students' facing their problem in speaking.

II. METHOD

This research uses quantitative approach. In quantitative research, the writer manipulates the independent variable while the dependent variable is controlled by the purpose of establishing the effect of the independent variable. The data present in numeral stage. This is in line with Creswell (2012: 13), who stated that one of the characteristics of quantitative research is collecting numerical data from a large number of people using instruments with preset questions and response.

Experimental design is the most suitable research technique that can be used to process the data. According to Ary (2010:265), an experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent

variable(s). The goal of experimental research is to determine whether a causal relationship exists between two or more variables. This research used a preexperimental design, where researcher used one-group pretest–posttest design. Ary (2010:122) explain that one group pretest-posttest design usually involves three steps: (1) administering a pretest which measuring the dependent variable; (2) applying the experimental treatment to the subjects; and (3) administering a posttest, again measuring the dependent variable. Differences attributed in application of the experimental treatment are evaluated by comparing the pretest and post test scores.

In this research design, there is no control group. The researcher observes the possibility of causal-effect of realia on students' speaking ability. The researcher gave pretest to student, then, gave them treatment. After treatment was given, researcher gave students posttest.

The researcher conducted the research at SMPN 3 Pare in academic year 2016/2017. This junior high school is located at Jalan Sumatera No.31, Gedangsewu, Pare, Kediri. The researcher chose this school because SMPN 3 Pare is one of the best schools in Pare. The facilities of this school are very complete. To support the teaching learning process, it

has language laboratory to practice English. The school often won the English competition in some events. The majority of the students were also known to their courage, enthusiasm and high ability in learning English.

As an experimental research, the instrument that will be used in this research is test. According to Ary (2010:201), test is a set of stimuli presented to individual in order to elicit responses on the basis of which a numerical score can be assigned.

In this research, the researcher used an oral test to measure the students' speaking ability. In this speaking test, the students were asked to make 4 groups, each of group were given a real object (realia), in this case is cloth, in which they were different for each group. Then, the students were instructed to discuss the description of the cloth given. After the students discussed with their group for about 10 minutes, each students was instructed to describe cloth in approximately five minutes, where the researcher marked the scheme of students' score, which consist of pronunciation, grammar, fluency, and content.

III. FINDING AND CONCLUSION

Based on the data analysis of pre-test and post-test scores, the total score of pre-test was 2205, and the total score of post-test was 2605. It means that the students' speaking ability was increased. The highest score which can be achieved by the students was 95. The total score of D was 400. The total of D^2 was 5000.

From the results above, it can be seen that the mean difference of pre-test and post-test score were:

- a. Calculation the mean different of pre-test and post-test :

$$\begin{aligned} Md &= \frac{\sum d}{N} \\ &= \frac{400}{35} \\ &= 11,43 \end{aligned}$$

- b. Calculation the number of standard deviation score

Based on the data which have been collected, the researcher found that the students score in post-test increased from the pre-test.

This computation is used to calculate the deviation of each subject (d) and then subtract the result of pre-test and post-test are different (d^2).

$$\begin{aligned} \sum x^2 d &= \sum d^2 - \frac{(\sum d)^2}{N} \\ &= 5000 - \frac{(400)^2}{35} \\ &= 5000 - 4571,43 \\ &= 428,57 \end{aligned}$$

- c. Calculating the value of t-test and degree of freedom (db).

This computation is needed to analyze pre-test and post-test in one group research design. The values of t-test is used to know t-table whether the result is significant or not. Then, the degree of freedom is used to know the level of t-table.

$$\begin{aligned} t &= \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}} = \frac{11,43}{\sqrt{\frac{428,57}{35(35-1)}}} \\ &= \frac{11,43}{\sqrt{\frac{428,57}{35(34)}}} = \frac{11,43}{\sqrt{\frac{428,57}{1190}}} \\ &= \frac{11,43}{\sqrt{0,36}} = \frac{11,43}{0,6} \\ &= 19,05 \end{aligned}$$

$$\begin{aligned} Df &= N - 1 \\ &= 35 - 1 = 34 \rightarrow 1\% = 2,7284 \\ &\rightarrow 5\% = 2,0322 \end{aligned}$$

From the calculation above, it was known that the result of t-score was 19,05 and the degree of freedom was 34. The research showed that the students' achievements in speaking, in this research is grammar, pronunciation, content, and fluency after being taught using realia as the media was higher than before being taught using realia. It is shown after the researcher calculated the students' score of pre-test and post-test. The results of the test that was analyzed by using t-test was 19,05 at the degree of freedom 34, t-table was 2,0322 at the level of significance 5%

and 2,7284 at the level of significance 1%. It means that $t_{\text{observed}} (19,05) > t_{\text{table}}$ at the degree of significance of 5% and 1%. So, t-score was very significant.

From the result of the research, we knew that realia as the media in teaching speaking gave very significant effect to the students' speaking ability in descriptive text. As stated in previous chapter that realia or real items are useful for teaching and learning in the classroom. Objects that are intrinsically interesting provide a good starting point for a variety of language work and communication activities (Harmer, 2001:140).

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