THE USE OF REALIA AS MEDIA IN TEACHING SPEAKING

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Abstract: The objectives of the reseach are to describe of realia in teaching speaking to the eighth grade students at SMPN 4 Poso Pesisir Utara and to find out students speaking achievement when taught using realia in describing. Design of this research descriptive qualitative. The subject where eighth grade students at SMPN 4 Poso Pesisir Utara, with total number of 18 students. Data were gathered by observation sheet and test. The findings of the research showed that the use realia in teaching speaking to the eight grade students in SMPN 4 Poso Pesisir Utara was done in three meetings, where watermelon was used in the first meeting to teach about description text, dictionary was used the second meeting to teach about description text, and people were in the third meeting to about teach monolog descriptive text. Realia in the learning process was used to help students to understand more on how to describe sometings. Before the realia was used students` showed poor achievement as shown by their average means score which was 32.0, and after the realia was used the students` average mean score was 53.3 or fair.

Keywords: *realia, descriptive text*

Speaking is a crucial part of the foreign language learning and teaching, because it can be used for the student to express their ideas orally in foreign language. Without speaking skill students will just keep silent. In order to speak well, the students must practice skill in everyday live. Therefore, the teacher should give students opportunity to practice the students skill in English by giving some more example or activities that put them into the real practice communication.

In English learning process the researcher using realia are the activites begin the researcher showed one example of Realia to students. and asked the students describe things. Using Realia give an students opportunity to speak and can help the students understand the material easly.

Based on an interview on march, 10th 2015 to the English teachers in eight grade said that the students' speaking achievement low because the students are less mastery of vocabulary, lack of media and the teacher do not using media in teaching English. For the background above, the researcher interest to conduct the research with the title using realia in teaching speaking to the eighth grade students at SMPN 4 Poso Pesisir Utara.

Definition of Realia

Harmer (2001:140) explains that realia or real items are useful for teaching and learning in the classroom. Objects that are intrinsically interesting can 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 used in the classroom to create connections with vocabulary words, stimulate conversation, and build background knowledge. 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 objects, such as photograph, illustrations, and artwork.

According Udin S.W (Patty, 2007 :22) media Realia are visual aids in the learning function is to experience to learners. This media is the real object of an object. Such as currency,plants, animals, rocks, water, soil, and other object. Using real object in the process is highly recomended, because the students better understand the material being.

Based on the explanation above, the researcher concluded that realia is on of media in teaching learning process, it is a real thing that can see, hear or touch directly. It makes students more interesting and easy to understand the lesson

Implementation of Using Realia

Using realia in the EFL classroom serves to foster a more creative and active teaching-learning environment and promotes cultural understanding. Realia refers to the practice of using real, tangible things in the classroom to help your students connect with English on a different level. It involves visual, tactile and functional methods for teaching ideas, concepts, vocabulary or grammar. It's also extremely useful to help your students grasp the cultural differences or learn practical

skills if they are planning to travel or are already living in an English-peaking country.

From the explanation above, the researcher concluded that the using of realia is useful for students. It makes them enjoy to learn. Realia is one of media that can use to teach students in any topic of lesson, from some examples above, it can use to teach vocabulary, grammar like preposition and imperative sentence and realia also can use to teach speaking ability.

Realia in Teaching Speaking

According to Listyaning and Zulfa (2007:47), the success or failure of teaching learning process is depend on several factors, one of them is media that used by teacher. Media is a means of communication to help transferring the message and give power to the material presentation so it will be understood easier and staying longer in memory retention. If the teacher uses a good media and students give good respond, teaching learning process will run well. Therefore, the teacher should choose appropriate media. There are many kinds of media.
1) Audio media: radio, tape recorder, telephone.
2) Visual media: picture, magazine, news paper, illustration, film strip, poster, etc.
3) Audio visual media: television, movie, CD, slide and sound.
4) Diverse media: realia, diorama, display, sample, simulation.

According to explanation above, realia is one of media that can use in teaching learning process. Realia is include in media diverse. The use of realia in common place in the ESL/EFL classroom and is widely considered to have great value in fostering an active teaching learning environment. By presenting information through diverse media, realia helps to make English language input as comprehensible as possible and to build an "associative bridge between the

Classroom and the world". Realia are not only a series of artifacts that describe the custom and traditions of culture. Realia provides language learners or students with multi sensory impressions of the language which learned partly at least through seeing, hearing, touching, and manipulating items. And interaction with authentic material aids in contextually grounding instructions by bringing students into contact with language as it is used in the target culture in order to meet actual communication needs. The use of realia then can enhance linguistic and cultural comprehensibility, which are both prerequisites for real language learning.

Teaching speaking is not easy. Not only for students but also there are some teachers said that their speaking ability are less than other skill. To make or to build Students interest in teaching learning speaking. The teacher should find a way how to make students interest. In this study is using realia. There is evidence that through the use of realia, teacher may increase the number of student's responses and therefore overall participation and interest in learning activities.

The functions of real things or realia are:
1) The instruction can be more interesting.
2) Learning becomes more interactive.
3) The length of time required can be reduced.
4) The quality of learning can be improved.

The added advantages with this media is that realia based lessons need not to be bound to cities and places that the teacher has physically been to but rather can based on materials from a variety of places collected from a variety of people with various interests. Further, the students interact directly with these materials rather than with someone else's interpretation and analysis of them and thus may find virtual realia even more appropriate for their interest. Another benefit of realia is that the materials are truly interactive and more flexible that they can be easily adapted and up dated.

Method

The type of the study was descriptive qualitative method. The research process start by arranged based as assumption and thinking framework used in research, and then applies it systematically in finding and process data to give clarification and process information have to remain to be objective and it were not influenced by opinion of the research. The location of this research is at SMP N 4 Poso Pesisir Utara, located on Jl .Trans Sulawesi, Poso Pesisir Utara. The researcher selected this school, because based on an interview on march, 10th 2017 the English teachers in class eight, the teacher said that the students' speaking achievement low because they are less mastery vocabulary and the lack of media, so students are difficult to speak. and then the researches was taken class eight in the teacher using realia in teaching speaking.

Findings and Discussions
Findings
        The research was conducted in three times, the researcher observed students' activity in classroom by observation sheet.
1. First meeting
        The using of Realia at the first meeting was carried out on Monday, 18 April 2017 in the class eight at SMPN 4 Poso Pesisir Utara. The class started 08.00 a.m- 09.20 a.m. The researcher was in front of the class. This meeting consisted of three steps of activities: Pre –activity, While – activity, and Post – activity. The topic of the first meeting was about descriptive text.
a). Pre –activity first meeting
The students occupying a seat. The researcher first of all greet students.
Researcher :" Good morning students?"
Students   : " Good morning ibu "
        The researcher introduced herself to the students. and explain why researcher was teaching in front of the class.   After that researcher asked students to introduce themselves one by one. There is one students did not introduce herself, and did not speak.

Table 1. The students result before using realia

No	Initial	Component of speaking			Total score	Final score	Category
		F	A	C			
1	GS	3	2	3	8	44.4	Fair
2	AK	2	3	3	8	44.4	Fair
3	KA	2	3	3	8	44.4	Fair
4	NR	0	0	0	0	0.0	-
5	DA	2	2	2	6	33.3	Poor
6	KM	2	3	2	7	38.8	Poor
7	MI	2	2	2	6	33.3	Poor
8	AR	2	2	2	6	33.3	Poor
9	MK	2	1	2	5	27.7	Poor
10	MD	0	0	0	0	0.0	-
11	AS	3	2	3	8	44.4	Fair
12	KD	2	2	2	6	33.3	Poor
13	PW	2	1	2	5	27.7	Poor
14	AG	2	3	2	7	38.8	Poor
15	PK	2	2	2	6	33.3	Poor
16	GS	2	1	2	5	27.7	Poor
17	WY	2	3	2	7	38.8	Poor
18	AM	2	2	2	6	33.3	Poor
Total		34	34	36	104	576.9	
Average		32.0					

        Researcher asked her friends but actually she has disorder mental. Before started

the while activity researcher checked their condition and attendance. The total of students were 18 but in this first meeting there were 2 students did not come, only 16 students attended the class. The sudents prayed together and ready to accept the lesson. The students were given the material and the researcher asked them some question about the topic, to motivate them. The researcher gave test to students before began the material and the result of the test as showed in Table 1 below:
        From the table above, it can be seen that the score of speaking consisted of fluency, accuracy, and comprehensibility. Each component has a level score from 1 to 6. The table showed students' high score was 44.4 of the lowest score was 27.7. There was 4 students got highest score, and there was 14 students got lowest score. Furthermore based on the table above, 4 students' category were fair, 14 students' category were poor . and the everage score of the test is 32.0.
b). While –activity
        The researcher writen the topic in white board about descriptive text, and mention the objective of the lesson. The objective of the lesson is practice how to retell a descriptive text. The researcher gave some opening question about the topic they were studying at the time. The researcher use mix language to make students more understand about the question. The purpose the question used to make the students predicted the topic easly. To find out the beginning knowledge of the students. the researcher question is " what is descriptive text ?'', students did not responses the question. So the rearcher go on explanation the material about descriptive text. When the researcher explanatied the material, students listen to the explanation researcher seriously and there were positive interaction between the students. Using Realia in learning process the researcher brought a watermelon as an realia. The researcher gave questions to describe   a watermelon. Students answer the question using indonesian language. Then researcher with the students describe the watermelon together to help students more understand how to describe sometings. The researcher saw students were less active in the teaching learning process and When researcher asked the students about their understand is the topic. Students was only sailent. The researcher motivated students to be brave in giving the argument.
        Then the researcher showed a smartphone and asked the students task to describe smartphone. The students work individually. When the students did the

exercise they found the in difficulty arranging the could't fill the blanks as the task, at last the researcher and the students answered the task together. The task purposed to help the students in describe the smartphone orally, but students difficult to pronounce the word. so the researcher asked students to read their task.

c). Post –activity

The researcher asked the students to conclude the material, about descriptive text. The researcher then asked the students about material. What did they think about it, whether it was difficult or easy for them. The students responded to the researcher questions,by answer the questions. The researcher motivated the students to memorize and to learn more about the topic. The students pray at the to close the learning process.

2. Second meeting

The using of Realia at the second meeting was carried out on Wednesday, 20 April 2017 in the class eight at SMPN 4 Poso Pesisir Utara. The class started 07.20 a.m - 08.50 a.m. the researcher front of the class . This meeting consisted of three steps of activities: Pre –activity, While – activity and Post-activity. The topic of the second meeting was about descriptive text.

a). Pre –activity second meeting

The students accopying a seat. The researcher first of all greet students.

Researcher :" Good morning students?"
Students   : " Good morning Ibu "

Before started the while activity researcher checked their condition and attendance. The total of students were 18 but in this second meeting there were 1 students did not come, only 17 students attended the class. The researcher asked some question about the students attendance. Because there one students were absent. The sudents prayed together and reeady to accept the lesson. The students were given the material and the researcher asked theme some question about the topic to araise , their motivation.

b). While –activity

Before began the learning, the researcher gave some question related to the material in first meeting on Monday, 18 April 2017. The students eagerly answer the question, the students gave different answer . The researcher written the topic in white board, and mention the objective of the lesson. The objective of lesson at second meeting students practice how to retell a descriptive text. Students listen to the explanation researcher seriously. Using Realia in learning process the researcher brought a dictionary as an Realia. The researcher gave question to

describe a dictionary. Students answer the questions using indonesian language. Researcher describing the dictionary together to help students more understand, and showed to students which part of generic structure in descriptive text . When researcher asked students about their understand is the topi , one students gave question about the topic .

Then the researcher showed an apple and asked the students to the task is describe an apple and showed the part of generic structure. The students work individually. Some students difficult to showed part of generic structure. Then students describing the apple orally, but some students difficult to pronounce the word.

c). Post –activity

The researcher asked the students to conclude the material. There is one students conclude the material. The researcher then asked the students about material generic structure , whether it was of easy for them. The students responded to the researcher questions, and that the exercise or not for them but many of them assumed it was easy. The researcher said the students to memorize to learn more about the topic.

3. Third meeting

The using of Realia at the third meeting was carried out on Wednesday, 25 April 2017 in the class eight atSMPN 4 Poso Pesisir Utara. The class started 08.00 a.m - 09.30 a.m. the researcher front of the class. This meeting consisted of three steps of activities: Pre –activity, While – activity and Post-activity.

a). Pre –activity third meeting

The students accopying a seat. The researcher first of all is greet students.

Researcher :" Good morning students?"
Students   : " Good morning ibu "

Before started the material researcher checked their condition and attendance. The total of students were 18 but in this first meeting there were 2 students did not come, only 16 students atteded the class . The researcher asked some question about the students attendance. Because there two students were absent. The sudents prayed together and reeady to accept the lesson. The students were given the material and the researcher asked theme about the topic about raise their interest and to motivate them

b). While –activity

Before began the learning, the researcher gave some question related to the material on Wednesday , 18 April 2017. The students eagerly answer the question, the students gave different answer and the students

more actively in the class . Using Realia in learning process the researcher brought someone as an Realia . The researcher gave example describing someone. The researcher asked students describe in their friend orally. The students practice describing in their friend one by one.

c). Post –activity

The researcher asked the students to conclude the material . The students responded to the researcher questions. And the researcher gave the same test at the first meeting . The result of the test as showed in table 2.

Table 2. Test Result After Using Realia

No	Init ial	Compo nent of speaki ng			Tot al sco re	Fin al sco re	Cate gory
		F	A	C			
1	GS	5	4	4	13	72.2	Good
2	AK	5	5	3	13	72.2	Good
3	KA	4	3	4	11	61.1	Good
4	NR	4	3	4	11	61.1	Good
5	DA	4	5	3	12	66.6	Good
6	KM	0	0	0	0	0.0	-
7	MI	4	4	3	11	61.1	Good
8	AR	4	3	3	10	55.5	Fair
9	MK	4	2	3	9	50.0	Fair
10	MD	0	0	0	0	0.0	-
11	AS	5	4	4	13	72.2	Good
12	KD	4	2	3	9	50.0	Fair
13	PW	4	4	3	11	61.1	Good
14	AG	3	2	3	8	44.0	Poor
15	PK	4	3	3	10	55.5	Fair
16	GS	4	3	3	10	55.5	Fair
17	WY	4	3	4	11	61.1	Good
18	AM	4	3	4	11	61.1	Good
Total		6 6	5 3	5 4	171	960. 3	
Average		53.3					

From the table above, it can be seen that the score of speaking consisted of fluency, accuracy,   and   comprehensibility.   Each component has a level score from 1 to 6. It showed students' high score was 72.2 of the lowest score was 44.0. There was 10 students got highest score, and there was 6 students got lowest score. Furthermore based on the table above, 10 students' category were good, 6 students category were poor And the average score of the test is 53.

The achievement of student is shown in the following Table 3.

Table 3. Students Achievement

No	Initial	Pre- test	Category	Post- test	Categ ory
1	GS	44.4	Fair	72.2	Good
2	AK	44.4	Fair	72.2	Good
3	KA	44.4	Fair	61.1	Good
4	NR	0.0	-	61.1	Good
5	DA	33.3	Poor	66.6	Good
6	KM	38.8	Poor	0.0	-
7	MI	33.3	Poor	61.1	Good
8	AR	33.3	Poor	55.5	Fair
9	MK	27.7	Poor	50.0	Fair
10	MD	0.0	-	0.0	-
11	AS	44.4	Fair	72.2	Good
12	KD	33.3	Poor	50.0	Fair
13	PW	27.7	Poor	61.1	Good
14	AG	38.8	Poor	44.0	Poor
15	PK	33.3	Poor	55.5	Fair
16	GS	27.7	Poor	61.1	Good
17	WY	38.8	Poor	61.1	Good
18	AM	33.3	Poor	61.1	Good
Average		32.0	Poor	53.3	Fair

From the table above, the total of students were 18. Before students learning using Realia the achievement of each students as follow: GS, AK, KA and AS: pre- test 44.4 the category is fair, NR and MD: pre-test 0 don't have the category, DA, MI, AR, KD, PK, and AM : pre –test 33.3 the category is poor, KM, AG and WY: pre –test 38.8 the category is poor, and the last students MK, PW, and GS: pre-test 27.7 the category is poor. After students learning using realia the achievement of each students as follow: GS, AS and AK: post- test 72.2 the category is good, KA, NR, MI, PW, GS, WY, and AM: post- test 61.1 the category is good, DA: post- test 66.6 the category is good, AR,and PK: post- test 55.5 the category is fair, MK and KD: post-test 50.0 the category is fair, KM and MD: post- test 0 don't have category, AG: post- test 44.0 the category is poor. So the average before students learning using realia the means score is 32.0 the category is poor. After students learning using realia the means score is 53.3 the category is fair.

Discussions

Using realia in teaching in teaching speaking to eighth grade students in SMPN 4 Poso Pesisir Utara were in three meetings. The first meeting watermelon is used as the object of realia to teach descriptive text. The second meeting dictionary is used as the object of realia to teach generic structure of descriptive text. and the third meeting people is used as the object of realia to teach monolog test of descriptive text. Realia in the learning process

to help students more understand how to describe sometings.

From their test at the first meeting the students achieved poor performance, most of the students' individual score categorized poor. , it showed students' high score was 44.4 of the lowest score was 27.7. There was 4 students got highest score, and there was 14 students got lowest score. Furthermore based on the table 4.1 there are 4 students' category were fair, 14 students' category were poor . and the everage score of the test is 32.0.

The third meeting the students achieved good performance, most of the students' individual score categgorized good. it showed students' high score was 72.2 of the lowest score was 44.0 There was 10 students got highest score, and there was 6 students got lowest score. Furthermore based on the table 4.2 there are 10 students' category were good, 6 students category were poor And the everage score of he test is 53.3.

The total of students were 18. Before students learning using Realia the means score is 32.0, the category is poor. After students learning using realia the means score is 53.3, the category is fair.

Conclusion and Suggestion

Using realia in teaching in teaching speaking to eight grade students in SMPN 4 Poso Pesisir Utara is did in three meetings. The first meeting watermelon is used as the object of realia to teach descriptive text. The second meeting dictionary is used as the object of realia to teach generic structure of descriptive text, and the third meeting people is used as the object of realia to teach monolog test of descriptive text. Realia in the learning process to help students understand more understand how to describe something.

It is suggested that future researcher can conduct research in similar area or other dimension especially on using realia in the learning but using genre or other school. Teacher should have ability to carry out a supportive and interesting environment in the classroom in order to help students understanding easier.

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