Students’ Speaking Ability Through Realia In Jhs: A Literature Review

Violintikha Harmawan, Miranti Khusnul Pangesti, Umi Rokhyati

Abstract: This research aims to determine the effectiveness of using realia for teaching speaking in junior high school. The data of this research were obtained from some related journals about using realia in teaching speaking as the primary data and the secondary data were gained from several books or articles to support the research. The method of this research is reviewed six related journals about using realia in teaching speaking. From the six journal, it is found that realia is greatly helps junior high school students’ concludes that realia can be used as an alternative media for teaching English in junior high school students because by using this media, the students are allowed to see or touch the objects directly and it will be longer in the students’ mind. The use of realia for teaching speaking also can creates enjoyable and lively classroom that can increase students’ motivation and interest to speak.

Keywords: Teaching Speaking, Teaching Speaking for JHS, Realia

1. INTRODUCTION

Speaking is one of crucial skills that need to be mastered beside writing, reading and listening. In speaking, someone express ideas and thoughts orally. Husain [1] states that speaking is a major skill in communication. By having speaking competence, one is able to communicate more clearly. Thus, the message intended to send can be received better without any changes in meaning. Yong & Ahmad [2] agrees that speaking is one of the most crucial skill to be enhanced and developed as means of effective communication. Harmer [3] states that speaking implicates interaction with one or more participants. This simply means that in speaking, there must be at least one speaker and one receiver for an interaction to take place. In order to get a quality communication between the speaker and the receiver, they both must have several indicators of good speaking. Penner [4] explains several components of oral communication process: communication source, message, the encoder done through language expression, medium, the decoder used by receiver to understand the message, and the receiver. By fulfilling all of the criteria, the communication can be categorized into good speaking. Many students say that it is difficult to achieve speaking competence since it requires them to be able to deliver their ideas orally. Students also argue that having writing competence is easier than having speaking competence. This is supported by the fact that some students perform better in writing, but underperform in speaking. Several factors such as the fearful of making mistakes and shyness are the most common reasons for students to avoid speaking and prefer writing instead. Sumpama [5] suggests that students consequently often evaluate their success in language learning as well as the effectiveness of English course according to how well they have enhanced in their oral language proficiency. It means that the students can be considered successful in language learning if they can speak the language well. The successful oral production is the equivalence of successful language learning. Kosar et al [6]. This idea supports the previous theory that language learning can be categorized successful if the students can communicate well.

several problems faced by many students in learning speaking are the personalities and attitudes to the learning process speaking in general, the fearful of making mistakes, the lack of vocabulary, low participation due to dominance of certain persons in a group, and mother tongue use. Nowadays, many teachers only teach the students with some monotonous activities like practicing the conversation in the textbook or reading the conversation in the textbook. Most teachers do not apply interactive technique for teaching. It is because most teachers are lack of ability in creating an interesting media in teaching [7]. As the result, the motivation and participation of students in learning decreases. Teachers are supposed to create attractive and fun media to attract students’ attention to engage with the learning process. Hence, they will participate in learning process be motivated to learn. Darmuki [8] states that teacher must be more creative in creating the learning process of speaking to build the interest of students to learn. In line with Irawati [9], she states that teacher should try to encourage students to have motivation in speaking by implementing an appropriate teaching media. Motivation is an important factor for students to learn certain skills [10]. If their attention and motivation to the learning process has been obtained, the learning outcomes can be more likely to be achieved. Aslihian, Tuba & Arda [11] agrees that ones who are motivated to learn will have more successful result in learning. One of successful learning factors is also the usage of appropriate media. Media have an important role to support the learning and teaching process because it can carry the information of a source and a receiver. It means that media facilitates teachers to deliver materials to the students in learning activities [12]. Mallikarjuna [13] states that most of teachers consider that media is a very useful tool in teaching. Media such chart, graphic radio, tape recorder, cartoon, television, and overhead projector are useful to facilitate communication. One of the forms of media used for learning is called realia. Realia is a media used by teacher in teaching and learning process. Realia indicates to any real objects that are used in the classroom [14]. Using realia as media in learning process will make its process more memorable and enjoyable because students are allowed to use their senses. Thus, this research aims to determine the effectiveness of using media for teaching speaking in junior high school. The type of media included in this research is realia to achieve the purpose of this research, one major research question is: How are the effectiveness of using realia for teaching speaking in junior high school students according to previous study?

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2. LITERATURE REVIEW

2.1 Definition of Speaking
Speaking is one way to share information, and build social relationship through oral tools. Speaking is also one of language performances which is well known as the crucial skill required by all people in the world [15]. It means that by having speaking competence, people can deliver or express their thought and feeling in spoken language. In addition, Jabbar [16] proves that speaking as one of ways to communicate each other and to discuss something, such as knowledge, technology, how to make a relationship, or a good communication in a society. So, speaking is not only used to express ideas or thought, but also as the media in order to communicate with others about the current issue or recent events happen in the world. In speaking, someone is expected to have an ability to express ideas or thought since act of speaking occurs directly. In Harmer [17], he states that speaking is the act at the real time. So, when people start to have a conversation, they will produce utterances and words at that time, and the listener will directly respond it automatically in order to have a good conversation. In order to have a good conversation, the speakers are required to have good ability in speaking.

2.2 Definition of Realia
Rokhmawati [18] states that realia is a autenthic object brought into the classroom as aid in facilitating language acquisition and production. Also, Bale [19] argues that realia is a term of concrete objects or real objects that can be applied in the classroom to develop the students’ background knowledge and vocabulary. It means, realia is a useful media in the process of teaching and learning, because it creates the learning process more enjoyable and memorable. Sabit [20] agrees that using realia in the classroom will foster more active and creative teaching and learning. The use of realia also helps teachers to create a memorable teaching and learning process by producing a link between the object and the word they present [21]. Therefore, it is possible to apply realia as aid in any subjects, because by applying realia it allows students to use their senses in the process of teaching activities. In the other word, students will be able to see or touch the objects directly. Nunan [22] defines realia as “objects and real items” from the world outside of the classroom applied in the process of teaching activities. Based on this, realia is examined as an autenthics object, which is applied as aids to practice a second language. Along with this idea, Richards and Platt [23] regard realia as an actual objects or items brought into a classroom as the examples or aids to be written or talked. It also can be applied in language teaching such as: kitchen utensils, items of food, articles of clothing, etc. Also, Irawan [24] argues that realia is a media that is applied by teacher to present the real things or real life of some objects in the classroom. According to the statement above, the writer concludes that realia is kind of media that can be applied in the process of learning and teaching since it is a real object that students can see and touch directly. Their use of realia makes the process of learning more memorable and enjoyable.

2.3 Teaching Speaking Using Realia
The focus in teaching speaking is to improve the oral production of the student [25]. By using realia in the classroom, the learning activity will more creative and active. So it will ease to improve the speaking ability of students. Realia indicates to the implementation of using real or tangible things brought into the classroom in helping students to connect with English in the different level. It is also beneficial in helping students to grasp the cultural differences or learn practical skills if they want to travel or live in an English-speaking country.

Thoyyibah, as cite in Wrigth [26] states that there are four criterias that make realia into activities, they are as follow:
- Easy to prepare, when teachers need to apply a media, they need to determine whether it is difficult to prepare or not. Realia is a simple media brought into the classroom.
- Easy to organize, teachers need to determine whether the realia is complicated activity or not.
- Interesting, before adjusting the realia into the classroom activities, teachers need to identify the interest of students’ toward it. Bringing realia (real objects) into the classroom assists teacher to provide comprehensible input in a second language.
- Authentic or meaningful, students will obtain more if the language use is vital to the situation or if they use the language appropriately.

3 METHODOLOGY

3.1 Research Method
This Research applies a descriptive qualitative research that use the method of collecting, describing, classifying, analyzing and drawing the conclusion. Based on Sax [27], descriptive research is research that encompasses a number of different techniques including correlation analysis, cases studies, survey interviews, and observation. The data are collected in the form of words or pictures rather than numbers [28].

3.2 Method of Collecting Data
The method of collecting data is a library research, where all some related research journals are collected and taken as sources of this research. The research journals are taken from library sources through reading some related topic and it consist of primary data sources and secondary data sources. There are some steps that researcher does in collecting the research journals such as reading the related topic, visiting libraries, making note, categorizing the journals.

3.3 Data Sources
The data of this research were directly taken from some related journals of using realia in teaching speaking. Then, the data is entered into the table to ease the writer to determine the conclusion.

3.4 Method of Analyzing Data
The writer analyzed the related journals to find out the result of using realia for teaching speaking. To analyze data, the writer identified the title, problem and objective, methodology of some related journals, then, the writer classified the result.

FINDINGS AND DISCUSSION

4.1 Findings
In the past decade there has been several researchers interest about teaching students’ speaking ability through realia. (Endang Mulyani, Eko Setyawan, Darus Salam,
Muhammad Nugroho, Jauh Haris, Kilma Maulida Sofia). From the first journal the researcher compares the use of experimental (the students who are taught by applying realia and control group) and (the students who are taught without applying realia) by using pre-test and post-test. The calculation indicates that the value of the score of t is 3.888 and the value of the df 5% is 2.009 and 2.679 of 1%. It means to is bigger than t. It is concluded that null hypothesis (Ho) is rejected while alternative hypothesis (Ha) is accepted. Then, it can assumed, there is a significant improvement of post-test between experimental. Thus, it is concluded that realia is an effective media in increasing the ability of the students in speaking of the second years students of SMP N 3 Salatiga of the academic year 2014/2015. The second journal, the researcher investigates the usage of realia in teaching speaking. It shows that realia can helps students in improving their speaking skill. It is also shown from the students’ achievement in the score test. The comparison among the mean score of pre test, post test 1, and post test 2. It is said that there are improvement of students’ speaking ability because the mean score from the post test 1 in cycle one (52.64) was higher than the mean score from pre test (36) and the mean score from post test 2 in cycle two (72.64) was higher than the mean score from post test 1 in cycle one. It means that there are significant differences. The third journal the researcher investigates the usage of realia in teaching speaking. It shows there were 76.7% who passed KKM (the minimum of passing criteria) and 23.3% students who did not pass on it. The score of pre test cycle II was 65.6 which is higher than pre test cycle I 64.67. Meanwhile, the score of post test cycle II was 71.6 which is higher than post-test cycle I 66.94. In addition, the students seemed more enjoy and fun to deliver their ideas in English in front of the class. It is caused by the implementation of realia and role play stimulate the condition in the class was being not so serious so the students relax to speak and enjoy the speaking activity. The fourth journals, the researcher investigates the usage of realia in teaching speaking by using pre-test and post-test. It shows the calculation represent the value of t is higher and the value of df (38) on degree of importance of 5% is 2.02 and 1% is 2.7. Comparing the t with value of degree importance, the outcome is 2.02 < 2.7. Since t which is acquired from the outcome of calculation is higher than t, thus the alternative hypothesis (Ha) is accepted while the null hypothesis is rejected. It simply means, the use of realia has an affect in teaching speaking as seen from the outcome from statistic calculation of both control class and experiment class. It is concluded that using realia has higher affect in teaching speaking of the first year students in SMA PGRI 3 Jakarta. The fifth journal the researcher investigates the usage of realia in teaching speaking. It is shows teaching speaking in describing procedure by applying realia can be an enjoyable for both of teachers and students. In fact, it helps students in improving their speaking skill after being taught by applying realia. It is shown by the achievement of students in speaking scores of each cycles such as in the preliminary research, the average achievement of students was 4.4, in the first cycles, the average achievement of students was 4.9, in the second cycle, the average achievement of students was 5.4, and in the last cycles, the average achievement of students was 6.8. The Sixth journal the researcher investigates the computation above indicated that the result of t-test was 8.592. In finding the difference of score, the researcher uses T-table to be compared with T-value. It could be seen that “t” with significance level 5% and degree of freedom 30 was 1.697; meanwhile, the T value was 8.592. In conclusion, T-value is greater than T-table. It means that the alternative hypothesis (H1) stated there is an importance difference of students’ speaking score before and after teaching by applying realia was accepted while the null hypothesis (H0) stated there is no importance difference of students’ speaking score before and after being taught by applying realia was rejected. From it conclusion, it is explained that realia is an effective media for teaching English, especially speaking. So according to the previous journals above, the writer concludes that teaching speaking to junior high school students is so challenging, it needs preparations before entering the class. Junior high school students who are still categorized as adolescent have some special needs and unique characteristics that should be considered by the teacher. From the table below, it shows that there are some previous researches of applying realia in teaching speaking for junior high school students done by some researchers. All the results of the previous researches are showed the significant differences between students who are taught by applying realia and students who are not taught by applying realia. The speaking ability by students are taught by applying realia are improved and increased.

**TABLE 1**

<table>
<thead>
<tr>
<th>No</th>
<th>Author</th>
<th>Title</th>
<th>Problem &amp; Objective</th>
<th>Methodology</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>Improve Speaking Skill</td>
<td></td>
<td>Qualitative research</td>
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4.2 Discussion

Based on the first journals, it shows that realia is an effective media in improving the speaking skill of students and it proves the theory in the previous chapter stated by Harmer, “Realia or real items are useful media for teaching and learning process in the classroom. Objects that are intrinsically interesting provide a good starting point for a variety of language work and communication activities. Realia also help students to feel more enjoyable in learning process”. Based on the outcome of this research, realia
proves as an effective media in increasing the speaking skills of students, and it is seen from the t-table and t-value. Since the t-value is higher than t-table, it can be concluded, realia can improve the speaking skill of students. Realia also can motivate students to express their idea orally. The second journal shows that the application of teaching-learning process by using realia can improve the speaking skill of students significantly. It is shown a positive improvement speaking skill of students. Before the action research was investigated, the students have 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 is proven by the score of the test. The third journal shows that using realia and role play can helped students in increasing their speaking ability. Thus, it is concluded that most of students have a great motivation in learning speaking when realia and role play are applied. By their great potential students could use cooperative speaking maximally in group work, practice communicatively by practicing role play in front of the class and created an enjoyable condition in the classroom. Students were able to ask, give, and refuse for help expression using English. In this activity, students can express their opinions and ideas on their speaking practice and encourage them to do role play in the classroom. In addition, realia and role play gave students chance to show their ability in speaking toward other students, to participate, to responsible, and be involved actively in teaching learning process. They were more confident, more active, and expressing their feelings obviously and more enjoy presenting. Many students are enthusiastic in the process of learning because they already enjoy with realia and role play. They practiced the dialog bravely without shy and afraid to make errors. It showed that realia and role play which implemented by the researcher was successfully improved students’ speaking ability in English. The fourth journal shows that realia is an effective media in teaching speaking. It proves that the scores of students’ experiment class by applying realia in speaking class are higher rather than the students’ pre-test scores that do not apply realia in speaking class. It is shown that students should have a fresh atmosphere in the classroom supplied by the technique that the writer applied in the class to overcome the difficulties in learning speaking. The technique can increase the speaking skills of students because they have a creative, interesting, and enjoyable way to grab more practice which will be apply as materials in their speaking. The conclusion is taken from the outcome of statistical calculation, where the value of “t” is higher than “t-tabl”. The fifth journal shows that using realia in improving the speaking ability of students is implemented effectively through some activities. It can be taken by their 75 enthusiastic in learning process, they are more serious in paying attention while the researcher explained the materials, most of students who asked questions and responded questions are increased their speaking skill. The last journal shows that realia can give experience in target language that can make students understand about the topic easily. The students can describe the topic in varieties ways, because they can see and touch realia. The objective of this research is to know the effectiveness of realia applied as media in speaking class of second year in MTs Sunan Kalijogo Rejosari Kalidawir in academic year 2015/2016. To obtain the objective of the research, the researcher conducts an experimental study with one group pre-test and post-test design. From the research, it is shows that realia can makes students more understand about the materials given easily. 

5 CONCLUSION

A detailed explanation of the effectiveness of using realia for teaching speaking for junior high school has showed in findings. The previous researchs shown that teachers are familiar with many kinds of media and actively used those media which not limited to Realia only. Thus, the findings indicate that those media potantially provide significant benefits for the students. Furhemore, the researchers from the previous researchs agreed that realia is an effectiveness media that can be implemented to support the learning activities in speaking class. Based on the findings, the use of realia should be well-utilized by teachers as one of their teaching media. However, it should be noted that some courses that need special setting are not support with the usage of realia as media in the teaching activities. Last, the findings should help the teacher to make a decisions on whether to implement and use realia or others media as one of media in the teaching activities. Also, the writer concludes that to make teaching speaking successful, teacher should have an improvement in teaching speaking in order to reduce students’ boredom and monotonous. Teachers also need to be able to play their roles as guidance or facilitators of the students in their attempt to acquire the oral language. For students, they should motivate themselves to learn. The students should always practice and participate maximally to speak in order to build their speaking habit that is very beneficial to improve their speaking skill. They cannot depend on their teacher to improve their speaking ability.

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