

ENHANCING STUDENTS' ENGLISH ABILITY BY USING REALIA

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Abstract: *The aim of the research is to know the strenghts and weaknesses of using realia. The reseacher used classroom action research. The research was conducted in two cycles. Each cycle consisted of four steps. They are planning, acting, observation, and reflecting. In collecting the data, the researcher used test, interview, and observation. In analyzing the data, the researcher used statistic descriptive. The research implementations showed that there was an improvement in students' speaking ability after Realia implemented in the teaching and learning process, and the students showed better achievement in speaking ability. The strengths were the students become active in classroom, enthusiastic, excited and motivated in the class. The students give more attention to the lesson and they were attracted to do the exercise during teaching learning process. The students more focused to the lesson during the activity in teaching learning process. The activities of Realia is attracted the students' motivation and interested to the students. The researcher found that that Realia make the class becomes conducive. Meanwhile the weaknesses of using realia are the student had a difficulties to speak something caused of the limited vocabularies and confused how to pronounce the word in English and it spends much time to prepare the media.*

Keywords : *Realia, English ability, Enthusiastic*

Abstrak: *Tujuan dari penelitian ini adalah untuk mengetahui kekuatan dan kelemahan menggunakan realia. Peneliti menggunakan penelitian tindakan kelas. Penelitian ini dilakukan dalam dua siklus. Setiap siklus terdiri dari empat langkah yaitu perencanaan, tindakan, observasi, dan refleksi. Dalam mengumpulkan data, peneliti menggunakan tes, wawancara, dan observasi. Dalam menganalisis data, peneliti menggunakan statistik deskriptif. Hasil penelitian menunjukkan bahwa ada peningkatan kemampuan berbicara siswa setelah Realia diimplementasikan dalam proses belajar mengajar, dan siswa menunjukkan prestasi yang lebih baik dalam kemampuan berbicara. Kekuatan menggunakan realia adalah siswa menjadi aktif di kelas, antusias, bersemangat dan termotivasi di kelas. Para siswa lebih memperhatikan pelajaran dan mereka tertarik untuk melakukan latihan selama proses belajar mengajar. Para siswa lebih fokus pada pelajaran selama kegiatan belajar mengajar. Kegiatan Realia menarik motivasi siswa dan tertarik kepada siswa. Peneliti menemukan bahwa Realia membuat kelas menjadi kondusif. Sementara itu, kelemahan menggunakan realia adalah siswa memiliki kosakata yang terbatas dan kesulitan dalam pengucapan bahasa Inggris dan menghabiskan banyak waktu untuk mempersiapkan media.*

Kata Kunci: *Realia, Kemampuan Bahasa Inggris, Antusias*

INTRODUCTON

Among English skills, researcher focuses on speaking ability because it can be used by students to express their ideas, thoughts, and feelings orally in foreign language.

Richards (2008) stated that students need to practice their skill everyday to improve their speaking ability. Therefore, teacher should give students opportunity to practice their speaking by giving more examples, activities, methods, and also media that put them into real practice communication.

Speaking is also halting, slow, and fragmentary. This problem cannot be separated from technique, approach, method, and also media use in teaching English especially teaching speaking. Therefore, teacher is suggested to prepare these components especially realia for teaching.

From the preliminary research at students of second semester of guidance and conseling department of Universitas PGRI Madiun, the researcher found some problems, such as: (1) Students did not like English because they had a low skill in speaking, (2) Students had difficulty in spelling the words, (3) Students can not pronounce well

Based on the explanation above, students feel difficult to speak in English, because they usually use Bahasa Indonesia for daily communication. Furthermore, there are some reasons why they feel difficult to study English especially in speaking skill. Students usually feel uncomfortable to show their ability when teachers ask them. The students tend to be silent in the classroom because they afraid to make mistakes when speak something.

Based on the student's problem in speaking, the researcher should be able to

solve this problem. And one of the ways to solve those problems is using Realia. This medium is good to be applied in second semester of guidance and conseling department of Universitas PGRI Madiun because it is very appropriate with the students' characteristic actually in the teaching learning speaking skill, because they do not need to imagine the things so they will be easy to express their ideas. Soames (2010:77) says that "realia means using real items found in everyday life as an aid to teaching English".

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.

Based on the phenomena above, the researcher is interested in conducting the research entitled *The Use Of Realia In Improving Students' Speaking Ability*

PURPOSE OF THE STUDY

The aim of the research is to know the strengths and weaknesses of using Realia at the second semester students of Guidance and Conseling Department of Universitas PGRI Madiun

METHODOLOGY

This research used Classroom Action Research. This research applied some procedures such as planning, action, observation and reflection.

Technique of Collecting Data

a. Test

To get data the researcher will do some pre-tests and post-tests. Pre-test is aimed to know how far students' speaking ability is in English lesson before they taught using realia and role play. Meanwhile, the objective of post-test is to know how far is the improvement of students' speaking ability in English lesson after they taught by using realia.

b. Interview

The interview is carried out to get information which covers the ideas about the usage of Realia technique and the strengths and weaknesses of the implementation of Realia technique in teaching reading. The interview consists of personal perceptions, experiences, opinion, and ideas related to this classroom action research.

c. Observation

The researcher had done some observation when teaching learning processes are going on with classroom action research in order to get data.

Technique of Analyzing Data

Meanwhile, this research used technique of analyzing data. The data is analyzed using statistic descriptive.

RESULT CYCLE I

In the first cycle, the teacher and the collaborator observed in teaching learning process by monitoring the student's activity in this action in the classroom. This observation was aimed to know how far the first condition of students' ability in speaking, the situation of teaching learning process, also to collect the data.

In this part, the teacher and collaborator data also observed the students' attention, activeness in asking or answering, and giving respond when

learning process. After entering the class, the researcher and the collaborator data could see that most of the students were enthusiastic in the learning process because that was the first meeting, but there were some students who were not enthusiastic and did not pay attention to the teacher in English class. They were Hasan, Anasi, Jarwo, Barik, Purnomo and Taufik. They prefer chatting with their friends than listening to the teacher in the learning process. Then, the teacher asked them why they just chatting and did not pay attention about the lesson. They answer that English was difficult and they did not want to speak English because they were afraid to make errors and to get laugh by other friends. So, they did not enjoy learning English because they stated that the atmosphere was too serious

On the other hand, several students such as: Lala, Reka, Hesti, Putri, Safitri, Wahyudi and Zainuri kept attention to the teachers' explanation, they tried to answer when the teacher asked them the question although they used blend languages, English and Indonesian. Sometimes they asked about vocabularies that they did not know before. Most of the students had the difficulties to answer the question from the teacher because they lack of vocabulary, afraid to make errors when pronouncing in English and they unconfident to speak by English.

Before the researcher applied the action, the students seemed shy and afraid to express their ideas and opinions in English. Whereas, they had a high pretension for mastering English. From that situation above, the teacher tried to give an encouragement to the students that English is easy and fun. He said to the students "do not afraid to make mistakes, because from the mistakes we can get learning" "*jangan pernah takut melakukan kesalahan, karena*

dari kesalahan kita akan mendapatkan pembelajaran.”

After explaining the material, giving the solution to the students problems in learning English, giving an encouragement and doing the pre-test, the teacher told the students about an easy ways to learn English. That were realia and role play. The students began to give their attention to the teacher explanation about realia and role play. Some students had a curiosity to what would the teacher do with the properties in front of the class. Reka, Hasan, Taufik asked the teacher curiously “*kanggo opo kui pak?*” Before answering the question, the teacher repeated the explanation about realia and role play clearly to make the students really understood about how to apply it. After that, the teacher divided the students into a group with a different theme and he gave the students times to make a dialogue based on the situation in the theme. Most of the students were active, they asked about the vocabularies and how to pronounce the word correctly. When all the groups were ready, the students showed their performance. The teacher and collaborator data observed that some students enjoyed the lesson by realia and role play. They could express their ideas to the class, they feel free to share what they feel without afraid how to pronounce it. Students seemed enthusiastic on doing role play with a real objects. They interested and enjoyed the learning process. After implementing realia and role play the students have bravery to express their ideas with the class and felt comfortable in English learning. The class seemed conducive until the end of the lesson. In the end of the class, when the teacher closing the meeting Reka, Lala, Putri, Barik and Hesti asked the teacher to do role play again and used the real object for next meeting.

After implementing realia and role play in English learning, the researcher would analyze the students’ improvement in speaking skill by looking for the result in cycle I and also made reflection to the next cycle. In this cycle there were students still confused to speak in English because they lack of vocabularies and did not know how to pronounce the word well. Sometimes, students still speak with bahasa because they did not understand how to translate in English. When applying realia and role play some of them could not speak English bravely and totally because they afraid to do mistakes with other groups. But some of them could speak English bravely at class without fear. It was very important to continue the next cycle to increase the students’ ability in speaking class.

CYCLE 2

Based on the result of the previous cycle , the researcher has notion that English teacher must have seriousness with the students’ vocabulary mastery. Because the student had a difficulties to speak something caused of the limited vocabularies and confused how to pronounce the word in English.

In the cycle II, the teacher began the class by reviewing the material last week and asked them some vocabularies. On that time, most of the students had attention when the teacher asked them to give respond according to the expression that the teacher gave to the students. The students were enthusiastic to respond the information from the teacher. They also felt curious about what kinds of character that would be played by them. The students are very enthusiastic to follow this learning. But there are some students in the corner who could not listen clearly about the expression that the teacher gave to the students. But explanation from the teacher

was helpful for students to show their respond.

In this cycle, the students become more active to respond the question such as: Taufik, Lutfi, Ngadiono, Lilis, Rizal and Suntari. They tried to use their English even they have to speak softly. Beside that, there were only students who still use Bahasa or Javanese language because they did not know the English translation they were Hasan, Barik, Purnomo and sholikin. But there was one

student who got a high score that was Reka Septi Maharani. She was able to speak English confidently.

The use of realia and role play helped students to increase their speaking ability. It can be conclude that most of students have a great motivation and active in learning speaking when realia and role play were 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 could express their ideas and opinions 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 responsible, to participate, and be involved actively in teaching learning process. They were more active, more confident, and more enjoy presenting and expressing their feelings obviously.

In conclusion, most of the students were enthusiastic in the learning process because they had 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.

CONCLUSION

Based on the result of the research, it is concluded that the strengths of using realia are The students become active in classroom, enthusiastic, excited and motivated during teaching learning process. The students give more attention to the lesson and they were attracted to do the exercise during teaching learning process. The students more focused to the lesson during the activity in teaching learning process. The activities of Realia is attracted the students' motivation and interested to the students. The researcher found that that Realia make the class becomes conducive

Meanwile the weaknesses of using realia are the student had a difficulties to speak something caused of the limited vocabularies and confused how to pronounce the word in English and it spends much time to prepare the media

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