



Using Realia to Improve Students' Speaking Ability in Junior High School

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Abstract

This paper describes the use of realia in teaching speaking. The purpose of this paper is to explain how to use realia in increasing the ability and motivation of junior high school students in teaching speaking. The main problems that faced by students are low of motivation and lack of vocabulary. As a result, the students will afraid to speak. The teachers have to find some strategies or media to solve those problems. One of the media can be used by teacher is realia. Realia is a real object used in the classroom to build background knowledge and vocabulary of the students. This media can be an alternative media in teaching English to the students because it allows the students to use their senses. It simply means that students can see and touch the objects directly and it will be last longer in students mind.. The use of realia as a media in teaching speaking English to junior high school students brings many advantages to the English classroom. For example it creates a lively and enjoyable classroom that will increase students' interest and motivation to speak.

Key words: *Teaching Speaking, Teaching Speaking to JHS, Realia*

A. INTRODUCTION

Speaking is one of crucial skills that need to be mastered beside writing, reading and listening. In speaking, ones express ideas and thoughts orally. By having speaking competence, ones are able to communicate more clearly. Thus, the message intended to send can be received better without any changes in meaning.

Harmer (2001:271) states that speaking involves 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 (1984:157) 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.

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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 fear of making mistakes and shyness are the most common reasons for students to avoid speaking and prefer writing instead.

(Sumpama,2010) suggests that students consequently often evaluate their success in language learning as well as the effectiveness of English course based on how well they have enhanced in their spoken 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, (Kosaret *al.* 2014). This idea supports the previous theory that language learning can be categorized successful if the students can communicate well.

Several problems faced by students in learning speaking are the personalities and attitudes to the learning process speaking in general, the fear 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. As the result, the motivation and participation of students in learning decreases. Teachers are supposed to create attractive and fun techniques to attract students' attention to engage with the learning process. Hence, they will participate in learning process be motivated to learn. If their attention to the learning process has been obtained, the learning outcomes can be more likely to be achieved.

One of successful learning factors is the usage of appropriate media. Media have a crucial role to support the process of teaching and learning because they can carry information between a source and a receiver. Media such graphic, chart, cartoon, radio, tape recorder, overhead projector, and television are useful to facilitate communication. One of the forms of media used for learning is called realia.

Realia is a media that can be used in learning process. Realia refers to any real objects used in the classroom(British Council, 2018). The use of realia as media in learning process will make its process more memorable and enjoyable because students are allowed to use their senses. Based on the explanation above, the writer would like to study about the use of realia as a solution to improve junior high school students speaking ability, especially in describing objects by using enjoyable media. It is used to improve the ideas by improving their pronunciation through exercising and expanding the students creativity in using media to practice speaking.

Based on the explanation above, this paper is intended to show how to use realia in teaching speaking in junior high school students. This media is believed to be helpful to increase students' motivation to speak.

B. IMPLEMENTATION OF REALIA IN SPEAKING CLASS

The important thing that must be done by teachers before starting the lesson is preparation for the success of learning process. Having enough preparations can improve confidence when starting a lesson. In order to use realia as a media to improve students' speaking ability, teachers should make the following preparations:

1. Preparing the material

Teachers should prepare the material to be taught to students. The materials must be related to the syllabus and curriculum so that the students will not be confused and bored. At this point of time, the writer used descriptive text in the learning process. The text was used to make the students know how to describe something by using realia.

2. Preparing the media

Teachers should prepare necessary realia to be used in learning process. They also must prepare an example of a descriptive text by using realia in order to make students understand how to describe something by using realia.

1. Pre-teaching Activity

In this phase, teachers greet students as the opening of the class. After that, the teachers ask the chairman to lead a prayer. The teachers also check students' attendance. Then, teachers build students' interest in learning by telling a new activity using realia and asking them several related questions, such as "Do you know what realia is?", "What kind of realia do you know?" Then, the teachers explain the use of realia in teaching process to the students briefly.

After explaining the realia, the teachers ask students to pay attention and start the lesson. The main activity in this stage is introducing the topic and delivering the outcome of the lesson.

2. Whilst-teaching Activity

In this phase, teachers lead students to the main activity. This activity happens during the discussion about the material. The activities consist of observing, questioning, experimenting, associating, and communicating.

a. Observing activity

In this stage, teacher presents an examples of simple descriptive text so that the students can observe the content by themselves to activate their background knowledge about the topic. The text will be presented in white board.



The Elephants

Elephants are herbivore animal, they eat almost all vegetations and fruits. They are known as the biggest animal in the land. Elephants are commonly seen in zoo. They are the only animal that has a trunk for a nose. They also have a short neck, long tusks and small eyes. Elephants have wide ears so they can hear sound from a distance about ten kilometers.



The Giraffes

Giraffes are the tallest animal in the world. Giraffes are herbivore, they eat almost all leaves. They have a long neck and long legs. The long neck helps giraffe to eat leaves from the tall trees. Giraffes have a couple of small horns on the head. All giraffes have dark spots on light skin. They only have two fingers on each foot. Giraffes are commonly seen in Zoo.

b. Questioning activity

In this stage, teachers read aloud the text shown to the students. The learning process will be maximized because the students see the words pronounced by the teacher and listen to the pronunciation. After the teacher reads aloud the text, teacher asks the students to repeat after him/her.

Then, the teacher leads the students to do discussion through some questions about the objects. It will encourage students to think and inform them whether they already understand it or not.

c. Experimenting activity

In this stage, students should find out the information about the topic from the text books or other sources. Meanwhile, teacher gives more explanation for emphasizing the topic. The explanation includes the definition, generic structure and social function.

d. Associating activity

In this stage, students try to practice the topic. Students are expected to make their own version of description by using realia. Teacher divides them into four groups. Each group consists of six students. Then,

teacher asks them to sit in circle in their own group. One of students in each group comes into the front of the class in order to choose the realia they are going to describe. The students have to close their eyes while they are choosing the realia.

After all groups get their realia, teacher gives them time to think the description of the object. Then, the students are asked to create their own description based on the text given one by one. Each group will describe the realia with all members have their turn to speak.

e. Communicating activity

In this stage, teacher and students discuss about the description spoken by students. Students give their opinions, and teacher completes students' opinion. Moreover, they also share their opinion about the media they have practiced just now.

3. Post-teaching Activity

In the closing phase, students and teachers conclude the lesson. Teacher should make this phase as memorable as possible in order to make students remember the lesson. In addition, teacher gives students homework as their task to remind what they have learnt.

C. CONCLUSION AND SUGGESTIONS

From the discussion before, it can be concluded that teaching speaking English 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. Among those special needs to be fulfilled, the use of realia as a media in teaching speaking English seems to be promising. Realia is a real object used in the classroom to build background knowledge and vocabulary of the students. This media can be an alternative media in teaching English to young learners because it allows the students use their senses. It simply means that students can see and touch the objects directly and it will be last longer in students mind.

In learning through this media, teacher uses scientific approach following the instruction of curriculum 2013. Scientific approach consists of observing, questioning, experimenting, associating, and communicating. These are the procedures of "Realia" in classroom. First, teacher divides the students into four groups, each group consists of sixth students. They sit in circle in their own groups. Next, teacher will ask one of students in each group comes into the front of the class in order to choose the realia they are going to describe. While they are choosing the realia, they must close their eyes. Then, the students show what kind of realia they get. Finally, teacher asks all members of each groups to describe the realia with all members get their turn to speak.

In addition, the use of realia as a media in teaching speaking English to junior high school students brings many advantages to the English classroom. It creates a lively and enjoyable classroom that will increase students' interest and motivation to speak.

To make teaching speaking successful, teacher should have an improvement in teaching speaking. Therefore, teacher should vary the activities in teaching and learning process because it can reduce students' boredom and monotonous. Teachers should also be able to play their roles as facilitators and guidance for the students in their attempt to acquire the spoken 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.

Through this paper, the writer suggests the teachers who want to have a new media in teaching speaking ability by using "Realia".

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