

TEACHERS' PERCEPTION TOWARDS THE USE OF REALIA IN TEACHING SPEAKING

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Abstract

The aim of this research is to find out the teachers' perception towards the use of realia in teaching speaking. In collecting data, the researchers used questionnaire and interview. The researchers used three steps of the data analysis, they were data reduction, data display, and conclusions. The researchers obtain some conclusions from this research: the researchers found that teachers used realia optimally in their learning process in teaching speaking. Second, the use of realia makes class more active. Third, the use of realia makes teachers easier in teaching speaking. Fourth, students are more active and fun in class by using realia. Fifth the use of realia takes a lot of time in learning process.

Keywords: Teachers' Perception, Realia, Teaching Speaking.

BACKGROUND

English in the current era of globalization is significantly important in its function as a means of communication among countries. Speaking is the one of the four English language skills namely: listening, speaking, reading, and writing. Speaking is the ability to articulation sounds or words to express, convey thoughts, ideas and feelings.

Communication is a way to convey information to the other person, in this case communication between teachers and students. It is a process by which a person or the people, groups, organizations, and societies create and use information to connect with the environment and other people. Communication is a contact relationship between humans, both individuals and groups. In everyday life or unconsciously, communication is a part of life itself, because humans communicate in association and life.

Speaking plays an important role in the

process of language learning. Putra (2017) states that speaking is one of the four fundamental skills in learning foreign language among listening, reading, and writing. To be able to speak, preparation need to be done. And how successful it will be, depends very much on teachers understanding of their aim. But there are other things involved in speaking, and it is important to know what these might be, so that they too can be included in the teaching process.

Speaking is a skill and such needs to be developed and practiced independently of the grammar curriculum. Pratama and Awaliyah (2015) explain that speaking is produced the English speech sounds and pattern; use word and sentence stress, intonation pattern and the rhythm of the proper social setting, audience, situation and subject matter; organize their thoughts in a meaningful and logical sequence; use language as a means of expressing values

and judgments; and the language quickly and confidently with few unnatural pauses, which is called as fluency. This makes speaking is important part in language learning.

Speaking is the productive skill in the oral mode. In order to develop the learners' communicative ability, the teacher needs to create a scenario to teach the target language in a vibrant, active and interesting manner (Siahaan, 2019). It like the other skill, is more complicated than it seems at first and involves more just pronouncing words.

Teaching Speaking

Teaching has basic meaning as the process to teach students. When doing teaching activity, the teacher is transferring knowledge, message, or skill to the student and that moment also occur interactive process between teacher and students. Teaching speaking means teachers' transfer their knowledge about how to speak where it is expected that at the end of their teaching, students will be able to speak the language they learn.

Before doing the teaching, language teachers need to know first what is teaching speaking. According to Nunan in Gana et al., (2018), teaching speaking means that the teacher teaches the learners to:

- Produce the English speech sound and sound pattern
- Use word and sentence, stress intonation pattern and the rhythm of the second language
- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter
- Organize their thoughts in meaningful and logical sequence
- Use the language the language quickly and confidently with few unnatural pauses, which is called as fluency.

And this process of teaching speaking, to make the students be able producing speech to using language quickly and confidently, is not easy for teachers. Harmer (2007) states

that a central part of the teacher's job when organising speaking activities is to make sure that the students understand exactly what they are supposed to do. This is the part of teaching where teacher should know what strategies, techniques, methods or approaches should be use in a class.

Realia for Teaching Speaking

There are many ways that are used to teach speaking in class. One of the methods in teaching speaking that can be used by teachers is realia. Previous researchers conducted research related to teaching speaking using realia. Patau (2017), Harmawan & Amri (2018), and Setiadi & Firman (2018) did experimental research on teaching speaking using realia. And the results show positive impact on the students' speaking skills.

One of the reasons in using realia for teaching speaking is students can be more active and fun because they can directly engage with the things they mention in their speaking. Setiadi & Firman (2018) find that using realia makes learning process more enjoyable because it gives students chance to use all of their sense to study about a given subject, and it is appropriate for any grade or skill level. According to Ale (2022), there are many types of realia that can be used as teaching aids in the classroom and outside classroom, for instance in the classroom there are bench, desk, dustbin, blackboard, etc. While in outside classroom, there are stone, flower, plant, etc.

Furthermore, realia is used to teach almost all subjects. Lamusu (2022), who did research on writing skills, states that realia develops students' creativity in describing something and it can improve students' motivation. Realia precisely rouses students and is one way to encourage creativity by involving the senses.

Realia is utilized to give students opportunities to employ all of their senses while learning and to provide experiences on which to base future learning. Herrell &

Jordan (2020) state that realia is a term for real things, concrete object that are used in the classroom to build background knowledge and vocabulary. Though using realia in the classroom is not always possible, it is usually the best choice if students are to learn all they can about a topic. It allows students to see, feel, hear, and even smell the object being explored.

Based on the advantages using realia, many teachers apply this method in their class. It is used not only to solve the problem students face, but also to face the difficulties teachers experience in teaching speaking. And as a result, many percetions raised from the teachers regarding this method. Therefore, this research was conducted under the objective to find out teachers' perception toward the use of realia in teaching speaking.

METHOD OF THE RESEARCH

The researchers used descriptive qualitative research that focused on teachers' view towards the use of realia. Flood et al. (2005) states that descriptive qualitative method is to investigate how language teaching and language learning take place in the complexity of the natural setting. The aim of the descriptive research is to describe what already exist. This research aimed to figure out teachers' perception about realia during teaching process.

The researchers used questionnaire items and interview guides to collect the data as the instrument. The researchers did an interview to the teachers at SMP Negeri 6 Palu. It consisted of five questions from questionnaire items and five questions from interview guides.

The questions in the questionnaire items are tabulated as follow:

No	Statement	5	4	3	2	1
1	Teachers explained the material by using					

	realia in teaching speaking skill.					
2	Teachers provide examples of objects in the class.					
3	Teachers provide examples of objects out of the class.					
4	Teachers provide realia according to the subject matter.					
5	Teachers ask students to describe their favourite object.					

The teachers answered the questions by putting a tag or number to the rating scale based on this scale;

Category	Scale
Always	5
Often	4
Sometimes	3
Rarely	2
Never	1

The questions in the interview guides are tabulated as follow:

1. What objects of realia do you apply in to the class in teaching speaking?
2. Which object do you usually apply to the class in teaching speaking?
3. What was the object that you used optimally in your teaching?
4. What are the challenge that you faced in using realia?
5. Do the use realia help the student in order to learn speaking effectively?

The retrieved data from questionnaires and interview were analysed descriptively by using data reduction, data display and conclusion drawing or verification. This research used descriptive analysis and the

retrieved information from the subjects was described in discussion.

In data reduction, the researchers summarized data and focus on the things that are important, to provide a clear view to facilitate data collection. In data display, the researchers presented the collected data into tables. while in conclusion drawing or data verification, the researchers drew conclusion from the results of the data display by checking the validity of the results of interviews and questionnaires to obtain the data.

FINDING & DISCUSSION

Findings

The first teacher had answered the questions from the interview and she concluded that she always used realia according to the topic of the material. As for that, she used “clock” as an object that is used optimally in learning speaking. However, there are still many students who still lack vocabulary, it is very helpful in learning speaking, students are also easy to understand the material presented with the help of realia.

Table 1. The Answers of First Respondent (SY)

No	Questions	Answer
1	What objects of realia do you apply in to the class in teaching speaking?	It depends on the subject matter
2	Which object do you usually apply to the class in teaching speaking?	Related to the subject matter
3	What was the object that you used in optimally your teaching?	Clock
4	What are the challenges that you faced in using realia?	Lack of vocabulary and pronunciation of students.

5	Does the use realia help students in order to learn speaking effectively?	Yes, it helps the students.
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The second teacher stated that she used objects in the class and photograph of plants or animals. Optimally, she used photograph of plants in teaching speaking. She concluded that realia is very effective in teaching speaking even though there are still many students lack of vocabulary.

Table 2. The Answers of Second Respondent (EM)

No	Questions	Answer
1	What objects of realia do you apply in to the class in teaching speaking?	Objects around them.
2	Which object do you usually apply to the class in teaching speaking?	Photograph of plants and animals.
3	What was the object that you used in optimally your teaching?	Photograph of plants.
4	What are the challenges that you faced in using realia?	Lack of vocabulary from students.
5	Does the use realia help student in order to learn speaking effectively?	Yes, it helps and effective.

The last teacher stated in teaching speaking she used toys, object in the class and out the class. But she usually used favorite objects of students in teaching speaking but she used objects in the class optimally. Even though students still lack of vocabulary used realia help student active in class.

Table 3. The Answers of Third Respondent (RM)

No	Questions	Answer
1	What objects of realia do you apply in to the class in teaching speaking?	Toys, objects in the class and out the class.
2	Which object do you usually apply to the class in teaching speaking?	Favourite objects of student.
3	What was the object that you used in optimally your teaching?	Objects in the class.
4	What are the challenges that you faced in using realia?	Lack of vocabulary from students.
5	Does the use realia help student in order to learn speaking effectively?	Yes, it effective to help students in speaking.

Table 4. The Answer of Questionnaires

No	Statement	SY	EM	RM
1	Teachers explained the material by using realia in teaching speaking.	4	5	5
2	Teachers provide examples of objects in the class.	5	5	5
3	Teachers provide examples of objects out of the class.	4	3	2
4	Teachers provide realia according to the subject matter.	4	5	5

5	Teachers ask students to describe their favourite object.	5	5	5
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The result of the questionnaire above that consisted of five questions already distributed to the teachers. It shows that almost all of the realia used by the teachers in teaching speaking skill. They used realia in teaching speaking skill to stimulus students to describe what object they show. In used realia made the students more active and fun in the class and the teachers are also easier to explain the material during speaking learning.

Discussion

This research was conducted to find out teachers' view toward the use of realia in teaching speaking skill. The instrument used to gather information from the teachers are questionnaire items and interview guide. five questions from questionnaire and five questions from interview were delivered to gain teachers' answer. In questionnaire the researcher found out how often realia is used by teachers by made a scale rating of "always, often, sometimes, rarely, and never". In interview the researcher gave five questions. The first question is to find out what objects of realia applied in to the class in teaching speaking. The second question is to find out of objects usually applied to the class in teaching speaking. The third question is to find out what object used in optimally in teaching speaking. The fourth question is to find out challenge in used realia in teaching speaking. The last question was to find out whether realia helps student in speaking.

Objects of Realia Applied in Teaching Speaking

The first question for the teachers was to find out the objects of realia apply in to the class in teaching speaking skill. The first

English teacher responded that she used objects of realia according to the subject matter. The second English Teacher responded she used objects around them. The third English teacher responded she used toys depends on subject matter and objects in the class and out of class.

Object Usually Applied in Teaching Speaking

The second question for the teachers was to find out the objects usually apply to the class in teaching speaking. The first English teacher answered that she used objects related to the subject matter. The second English teachers answered that she used photograph of plants and animals. The third English teacher answered that she used favourite objects of students.

Object Used Optimally in Teaching

The third question was given to find out the objects used in optimally in teaching speaking skill. The first English teacher answered that she used “clock”. The second English teacher answered that she used “photograph of plants”. The third English teacher answered that she used “toys” as object.

Challenge in Using Realia

In this case the three teachers concluded the challenge in used realia, namely the lack of vocabulary from students so that students difficult to build words into sentences from the objects provided, so the teacher advises students to open the dictionary first to find vocabulary of the objects and it made the process of learning speaking take a lot of time.

Realia in Teaching Speaking

Having using realia in their class, especially for teaching speaking, the three teachers give conclusion. They state that the use of realia in teaching speaking really helped the teachers in delivering the material. It also made students more active

in the teaching and learning process.

CONCLUSION AND SUGGESTION

Conclusion

This research aims to analyse teachers' perception towards the use of realia in teaching speaking skill at SMP Negeri 6 Palu. And this information was investigated by giving the questionnaire and the interview. From the investigation, the researcher found that the teachers optimally used realia in teaching speaking. Realia makes teachers easier in the process of teaching speaking and also help students to be more active in the class.

Suggestion

The researchers have some suggestions for the teachers and students. It is better for teachers to use slides in the class to make it easier for them to provide objects and can show various realia objects that are in accordance with teaching speaking. Techniques in teaching are also very important to improve students' speaking so that teachers need to pay attention to the teaching process carry out in order to be able to make students understand, and for the students, they are suggested to increase their vocabulary from the realia, so it is easy to describe objects.

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