

CHAPTER I

INTRODUCTION

This research tells about region of the exploration, this season additionally discusses point what was examine and alongside that, talk about the overall reason during this examination. This section bargains foundation of the issues, the distinguishing proof of the matter, the inquiries issue, the significance of the exploration, the points of the examination, and furthermore the connotation of the examination of the research.

1.1 Research Background

Realia is the way to improve students speaking skill in learning English, realia increase students ability in understanding vocabulary by using real object as well as we know that students will quickly understand in learning English if they have a directly context with the object or something that they learn.

As Kinard (2015) said who guarantees that understudies investigating utilizing of "realia", they are not exclusively being presented to extract ideas or message on a piece of papper, they use "reality" objects to construct understandings of the regular world structure jargon. At the point when they are taking care of and examining certifiable items (oak seeds, pine cones, blossoms, bones, tusks, soil), in both the principal language of the understudies, as well as a subsequent language learned in school, constructs jargon rapidly as understudies participate in significant correspondence with platforms connecting first and second dialects`

The utilization of "realia" and other visuals are giving ESL understudies open doors to significant correspondence. Making key associations is one more viable methodology giving the two gatherings the amazing chance to interface and gain starting with one then onto the next. At the point when understudies are learning through investigations, not by straightforwardly being told or shown the ideas and in a social environment with genuine world, materials and thoughts are

"hypothesis building." Increasingly, the exceptionally late have been found to construct complex speculations when can fabricate them through genuine world, discussion and experiential information. The thought hypothesis working among peers in their most memorable dialects can make profound understandings about science, society, writing and different subjects which can be an exceptionally confident. Accordingly, when pre-K educators giving understudies a significant number of the keys succeeding in tutoring by involved practice, in the out entryways, expanding on earlier information, and practicing home dialects, these instructors are offering possibilities or open doors for rehearsing "realia" and hypothesis of building abilities. (Kinard, Tim. Gainer, Jesse. 2015).

The reason for this exploration is giving an instance of involving true issues as devices for science instructing and learning. Utilizing true viewpoint could furnish understudies with encounters in learning in issue based conditions and urges them to apply their substance information tackling current issues and neighborhood issues. (Akçay, Hakan. 2017).

A huge advantage of realia is that it provides a tangible focus for classroom activity which can be surprisingly easy to set up. Because it gets away from the deadening and sometimes stressful effect of textbook-based learning, and encourages students to work with the materials free of inhibition, lessons are brought vividly to life. As students find they can relax into the language, the content and skills are more effectively retained.

Showing English for youthful student is requiring imaginative work to more intrigue. One of the endeavors is planning genuine item in showing process in the classroom. Introducing genuine items in study hall is realia. As well as Chiarantano (2005) said that realia is comprising of genuine article which are utilized in the homeroom outlining and educating jargon. In opposite side, Chiarantano (2005) added that is utilized as an elective guide working with language procurement and creation. Realia is concretizing jargon and language and putting it in an edge of language.

There are a few issues in Teaching Learning English. 3 factors are the problems coming from. The first factor come from the students. The students have difficulties how to speak and pronounce well. It seems while students answer and respond the teachers instruction they often do not pronounce some words correctly. Learning motivation of some students are still low. Some of the students heedless the instruction from the teacher and do not work the tasks. The students feel unconfident to answer their teachers question. When the students are wanting to go to the toilet, they are not brave to make excuse in English. In the class the students are not really active and brave to make statement or suggestion. And then the second factor is the teacher. Based on the interview with the teacher English, she said that “the focus of English at the eighth grade is on reading and translating”, so the portion of speaking is not a priority. The teacher do not use any media. The teacher only uses handout book which every two students in one table get one book. The teacher rarely uses other media, such as LCD projector and speaker. The monotonous technique perhaps can make students feel bored. And the last factor is the School. Some facilities in this school need to fix more, like fan in the classroom is noisy while moving, making situation in the class uncomfortable and LCD in some class have damaged. The books collection in the library are not too complete, so only some students come to read. There is no Language Laboratory to support English Learning Process.

Speaking is one of productive skill in oral mode. Learning to speak in a foreign language seems the most important skill because those who have capacity to speak the language are referred to as the speaker of that language. Speaking is defined as the ability to express fluently in a target language or even a foreign language. It is a complex skill involving thinking of what is to be said. Speaking is difficult in foreign language because of requiring the ability to use the language appropriately in interaction which can contain more than the grammatical and semantic rule of that particular language.

In second language educating and picking up, Speaking is a pivotal piece of it. In spite of its significance for a long time, talking has been underestimated and English educators have kept on instructing similarly as redundancy of drills or remembrance. In any case, as of late it expects that the objective of showing talking ought to further develop understudies' open abilities on the grounds that main in that manner understudies can articulate their thoughts and figure out how to observe social and social guidelines properly in every correspondence.

The researcher pick this technique on the grounds that realia is fascinating for the understudies to make them upbeat in learning English. In the mean time, numerous English educator simply utilizing and rely upon the course book, it causes the understudies to feel exhausted in learning English. In this manner, the specialist accept that realia is the most ideal way to further develop understudy's grasping in learning English particularly in jargon.

1.2 Identification of The Problem

Based on the background above, the researcher arranged the identifications identified to be the ones, these following points could show:

- 1) Students have difficulty to remember and understanding in learning English especially in understanding the meaning of the words in real world that these words are needed to used in speaking activity.
- 2) Based on previous study the researcher realised upon the stuff that not all of realia or the stuff as object of teaching can be brought into the classroom since the objects may be too large or too small.
- 3) The higher of choices of words to express which students mastered, the higher chances students confidently express.
- 4) Based on the interview with the English teacher, she said that “the focus of English at the eighth grade is on reading and translating”, so the portion of speaking is not a priority.

The teacher as the factor, it is showed that the teacher only uses handout book which every two students in one table get one book. In other words, the teacher do not use any media.

1.3 Limitation of The Problem

Based on the identification of the problem, the researcher only focus on some of the problems that has relation on speaking and realia. By definition, the researcher is focused on the influence of using realia in eighth grade students at SMPN 1 Palimanan. The focus are mentioned in some following points.

- 1) Effect of using realia to the student's English speaking skill in eighth grade at SMPN 1 Palimanan..
- 2) The intensity of using realia on student's English speaking skill is necessarily added to find improvement.

1.4 Research Questions

Based on the limitations and identification of the problems that have been determined by the researcher that the research question in this study includes:

- 1) How is the students' English speaking skill of eighth grade at SMPN 1 Palimanan treated by without using realia?
- 2) How is the students' English speaking skill of eighth grade at SMPN 1 Palimanan treated by using realia?
- 3) Is there any significant effect of realia application on the eighth grade students' English speaking skill at SMPN 1 Palimanan?

1.5 Aims of The Research

The purpose of this study based on the research questions is:

- 1) To find out the students' English speaking skill of eighth grade at SMPN 1 Palimanan treated by without using ralia.

- 2) To find out the students' English speaking skill of eighth grade at SMPN 1 Palimanan in treated by using realia.
- 3) To find out the significant effect of realia application on the eighth grade student's English speaking skill at SMPN 1 Palimanan.

1.6 Significance of The Research

The reasearcher expected that the result of the research would bring benefits for teacher, students, researchers, and other researchers. The benefits of this reasearch are divided into two, as theoritically and practically. The significances are as follow:

1.6.1 Theoretically

- 1) To increase the knowledge of speaking with realia for eighth grade students.
- 2) To be a reference materials and references on similar research conducted in the future.

1.6.2 Practically

- 1) Giving an understanding of the effect of realia on the eighth grade student's English speaking skill.
- 2) Giving information about the increase of the general student's understanding of realia in order to improve teaching English, especially in speaking skill.