

## I. INTRODUCTION

This chapter describes about background, Research problem formulation, objectives, uses, scope and definition of terms.

### 1.1. Background

Speaking is a crucial part in second language learning that must be mastered by students. By speaking, students can communicate with other and they can express themselves and learn how to follow the social and cultural rules appropriate in communicative circumstances. In fact, most students have low motivation to speak English in the class. They are not aware that speaking is important for them. The lack of students' speaking achievement might be caused by some reasons, they are; the materials are not interesting for students so that they have low spirit to follow teaching learning process and the teaching strategy cannot stimulate students to speak English in the class.

According to Harris (1974:84), the components of speaking consist of pronunciation, fluency, grammar, vocabulary, and comprehension. In the oxford dictionary fourth edition, laterally fluency means the ability to speak a language easily and well. Grammar is rules for forming words and making sentences. Vocabulary is all the words that a person knows or uses. Pronunciation is the way in which a language or a particular word or sound is spoken. While, Comprehension is the ability to understand something or exercises that trains students to understand a language. This research aimed to find out whether *realia*

as a media affected students' speaking achievement significantly and which aspects of speaking were the most improved and the most unimproved after being taught by using *realia*. *Realia* would give better influence in speaking learning process for students because *realia* is an interesting media which could motivate them to speak English in the class.

The word *realia* means using real items found in everyday life as an aid for teaching English. Using *realia* helps students make English lessons memorable by creating a link between the objects and the word or phrase they represent. According to Oyarzo, Vergas and Reyes (2008:24), *realia* is the words which presented by the use of real object. *Realia* is considered as real objects which is used to aid in practicing a new language, as a way to present meaningful examples from the real world. In this study, *realia* is the term refers to real objects where are can find them around us and could easily be obtained. It is one kind of teaching materials. The objects from real life were used in classroom instruction by educators to improve students' understanding of other cultures and real life situations.

Therefore, the researcher taught speaking by using *realia* because the students were more interested in identifying the real object in which they have known very well because students were more enthusiastic to use *realia* than handbook as the material. Besides, it also built their vocabulary mastery by identifying the objects or characteristic of the object.

In short, the objective of this research is to find out the significant effect on student's speaking achievement after being taught by using *realia*.

## **1.2. Research Problem Formulation**

Based on the background above, the problem was formulated as follow:

Is there any significant effect on students' speaking achievement after being taught by using *realia*?

## **1.3. Objective**

In relation to the formulation of the problem above, the objective of the action research as reflective practice was to know the effect of *realia* on students' speaking achievement.

## **1.4. Uses of the Research**

This research hopefully would be useful both theoretically and practically:

1. Theoretically, this research would be useful to support the theory of Benavent (2011:89 who says that *realia* and authentic materials increase learners' motivation but are difficult to adapt to the learners' level of language, especially at the beginning level. *Realia* increases students' motivation in learning first before it influences their speaking skill.
2. Practically, this research would be useful for English teachers as the reference to administer the treatments in improving students' speaking achievement in the class by using *realia* as the media.

## **1.5. Scope**

This research was focused on teaching speaking. *Realia* was used as the media in quasi experimental class to investigate the effect of *realia* on students' speaking achievement. The material was based on the English curriculum in Senior High School.

## 1.6. Definition of Terms

In order to avoid misunderstanding, some terms in this research were defined as follow:

### 1. Speaking

Speaking is the communication between at least two people. The first speaker gives the information, and another acts as listener who receives information.

### 2. Teaching Speaking

Is the way on how the teacher make the learning activities well to help the students express their emotions, communicative needs, interact to other person, and influence the other.

### 3. Realia

*Realia* is the authentic materials that exist in the real world for native speakers in English. Examples of authentic materials include; newspapers, advertisements, bills and receipts, official letters, written messages, vegetable, school equipment, animals, fruits, person and the other real material in the world.