

# THE EFFECT OF USING REAL OBJECTS ON THE ELEVENTH GRADE STUDENTS' SPEAKING ABILITY AT SMA MUHAMMADIYAH 3 JEMBER

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## Abstract

*The objective of this research was to know whether there was a significant effect or not of using Real objects on students' speaking ability at SMA Muhammadiyah 3 Jember. This research was an experimental research. The research respondents were 25 students for experimental group and 22 students for control group. The research respondents were taken by using cluster random sampling. The research data were collected from the students' previous scores of speaking, interview and documentation. The result of speaking test was analyzed by t-test formula. Based on the calculation, the mean score of the experimental group was higher than that of the mean score of the control group (80.04 > 77.09). The result of the t-test analysis with significant level of 5% was higher than of t-table. This means that the null hypothesis was rejected, thus the alternate hypothesis stated that the use of Real Objects had a significant effect on the eleventh grade students' speaking ability at SMA Muhammadiyah 3 Jember was accepted. It indicated that there was a significant effect of using Real Objects on the eleventh grade students' speaking ability at SMA Muhammadiyah 3 Jember.*

**Keywords:** Real objects, experimental research, speaking ability

Language as a tool of communication plays an important role to express our idea and feeling to others. People must understand what is being said to other people, and be able to put words together intelligibly with minimal hesitation (Luoma, 2004: ix). English as an International language is used as a means of communication in many aspects such as science, tourism, technology, business, education and many others both in the forms of oral and written language. According to Crystal (2000:372), foreign language is a non-native language taught in school that has no status as a routine medium of communication. It means that English is not used in daily activity but it is taught in the classroom as a learning subject.

There are four language skills that should be mastered by students namely listening, speaking, reading, and writing, and three language components such as grammar, pronunciation and vocabulary. Speaking is one of the important language skills and as a tool of communication where the speaker can deliver her or his idea, feeling, and opinion through verbal skill to the listener. In this research, speaking is the ability to speak or communicate to others in the target of language. It is about using our mouth and vocal cords to make sounds that people understand as language (Eric, 2008).

In this research, teaching speaking for the eleventh grade students is one of the main focuses in the English language teaching. Most students think that speaking is a difficult skill because they feel that they have to speak English

correctly in terms of grammar, pronunciation, and vocabulary, and they are afraid of making mistakes in those components. Therefore, the English teacher should have the effort on creating a new model in presenting materials to the students in order to increase speaking ability. In this situation, instructional media is one of the best ways to help the teacher to convey or present the materials more easily and make the situation more interesting, enjoyable, effectively and efficiently.

There are three kinds of instructional media that can be used by the teacher in teaching and learning process namely audio media, visual media, and audio visual media. *First*, audio media mean the media that only can be listened such as radio and tape recorder. *Second*, visual media mean the media that only can be seen by bare eyes such as Real Objects and overhead projector. *Third*, audio visual media mean media that refer to both listen and see such as television and film (Atmohoetomo in Rohani (1997:16).

Real Objects as visual media are able to overcome the students' problems in learning speaking. These media can stimulate and make the students interested in learning English, especially interested in speaking. Doff (1988:81-92) in Thirumalai states that Real Objects as visual media are important because showing visuals focuses attention on meaning, helps to make the language in the class more real and alive.

There are some advantages of using Real Objects as teaching aid in the teaching and learning process ( Soulier, 1981:9) :

1. Real Objects can be used to provide students with correct first-hand experience because the things are taken from the world around us. They provide students an excellent opportunity for self-initiated learning through their collection, examination, and storing.
2. Real Objects may become a center of interest, stimulating other ideas for study.
3. The opportunity is not only to hear and to see, but also to feel and to smell the substance of things that gives the students an in depth-experience.

Based on the explanation above, the researcher was conducted an experimental research entitled “The Effect of Using Real Objects on the Eleventh Grade Students’ Speaking Ability at SMA Muhammadiyah 3 Jember”.

The result of this research is expected to be useful information to increase the teachers’ knowledge of English and share experiences in using real objects as teaching aid on students’ speaking ability.

### Research Design

In this design, there was no pretest to know the equivalence of the two groups. The English score used to determine the homogeneity of the population, obtained from the English teacher. There were two groups, namely experimental group and control group. In the experimental group, the researcher taught the students by using real objects while the control group was received no treatment. It was taught conventional teaching methods by using English textbook. In order to get the data, there were two kinds of data namely primary data and secondary data. The primary data were in the form of students’ speaking scores. The scores were taken by using speaking test. The secondary data were taken from school documentation and interview. In this research, the researcher tested the students in speaking by performing a short dialogue in pair using real objects. The data were collected by the researcher in two ways, those were before treatment and after treatment. *First*, before treatment the researcher chose the closest mean score from the result of homogeneity analysis to make the two groups equivalent and *second*, after treatment the researcher give the students post test. In this research, the post test was held after those processes to know the effect after the treatment given (Bieger and Gerlach, 1996:53)

In analyzing students’ performance the researcher used analytical scoring method. Hughes (2003:100) defines analytic scoring as method of scoring which requires a separate score for each number of aspects of a task. The aspects of speaking evaluated are: fluency, grammar, pronunciation, vocabulary, and content of speech. The scoring of those aspects was prepared to analyze the students’ speaking ability.

### Research Finding and Discussion

In this research, to know the homogenous class, the researcher collected the data from the English teacher of the eleventh grade students’ speaking scores. Based on the data, the researcher found that the respondents of the experimental group were 25 students from XI IPS 2 class (80.12) and the respondents of the control group were 22 students from XI Bahasa class (80.18) had almost the same average of the English speaking scores, indicating that they were homogenous.

The selected classes were given treatments in two meetings. In the first meeting the researcher taught the experimental group and the control group about expression of love to someone, and the second meeting, the research taught the experimental group and the control group about expression of love to things. In both meetings, the experimental group was taught by using real objects while the control group was taught by using English textbook. After giving the students treatments, the researcher gave them post a test. In this post test, the researcher asked the pair of the students to compose a short dialogue based on the situation given. Then the researcher asked the students to perform the dialogue. The students’ performance was recorded as instrument for assessing the students speaking ability by the raters. The students’ speaking performance was recorded and was evaluated based on the aspect of fluency, grammar, pronunciation, vocabulary, and content of speech. (Hughes, 2003: 131-132). The result of the post test could be seen in the following table.

No	Experimental groups (XI IPS 2) (X)	X2	Control groups (XI Bahasa) (Y)	Y2
1	78	6084	80	6400
2	80	6400	80	6400
3	80	6400	76	5776
4	76	5776	74	5476
5	72	5184	76	5776
6	72	5184	74	5476
7	82	6724	80	6400
8	84	7056	70	4900
9	80	6400	72	5184
10	80	6400	84	7056
11	78	6084	82	6724
12	80	6400	82	6724
13	82	6724	74	5476
14	84	7056	72	5184
15	82	6724	92	8464
16	82	6724	86	7396
17	80	6400	74	5476
18	78	6084	78	6084
19	80	6400	72	5184
20	78	6084	64	4096
21	94	8836	74	5476
22	86	7396	80	6400

23	80	6400		
24	78	6084		
25	80	6400		
Σ	2006	161404	1696	131528

[www.languageinindia.com/april2002/tesolbook.html](http://www.languageinindia.com/april2002/tesolbook.html)

Retrieved on 9<sup>th</sup>, January 2014.

After calculating the data above, the researcher found that the score of the post test showed that the statistical value of t-test was 2.08. Then t-table at significance level of 5 % with degree of freedom ( $D_f$ ) 45 was 2.01. It means that the statistical value of t-test was higher than t-table ( $2.08 > 2.01$ ). From the result of analysis, it could be concluded that there was a significant effect of using real objects on students' speaking ability at SMA Muhammadiyah 3 Jember.

From the conclusion above, there are some suggestions that might be useful for the students, the teachers, and the future researchers. Those suggestions are; (1) the students could be more active, could be more easily understand to convey the material given by the teacher; (2) the teacher can enrich and can create an interesting material for teaching and learning process by using real objects as teaching aid to present the material to the students; (3) the result of the research could be used as a reference for the future researchers who are interested in using real objects for teaching speaking by using the same or different language skills or different level of the students.

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