

**Primary School English Teachers' Perception on the Use of Realia as the Teaching
Media**

A Skripsi

Submitted to the English Language Education Department in Partial Fulfilment of the
Requirement for the Degree of Sarjana Pendidikan



Written by:

**Refina Dilasani
20150810046**

**English Language Education Department
Faculty of Language Education
Muhammadiyah University of Yogyakarta
2019**

Approval Sheet

Approval Sheet


Primary School English Teachers' Perception on the Use of Realia
as the Teaching Media

We hereby approve the *Skripsi* of


Refina Dilasani
20150810046

Candidate for the degree of *Sarjana Pendidikan*


July 27, 2019


Indah Puspawati, S.Pd., M.A.
The *Skripsi* advisor

July 27, 2019


Puthut Ardianto, S.Pd., M.Pd.
Examiner I

July 27, 2019


Dr. Suryanto
Examiner 2




Suryanto
Dean of Language Education Faculty

Yogyakarta, July 27, 2019

Primary School English Teachers' Perception on the Use of Realia as the Teaching Media

Refina Dilasani

Student of English Language Education Department

Faculty of Language Education Universitas Muhammadiyah Yogyakarta, Indonesia

Revina.dilasani.2015@fpb.umy.ac.id

Abstract

Abstract

Realia is one of the most interesting media which can be used to help students to learn English. However, it is one of the most avoided by the teachers, because it cost much money and time. This research aimed to find out about the Primary School English teachers' perception on the use of Realia as the teaching media, including the benefits of using Realia, the challenges of using Realia, and strategies to solve those challenges. The researcher used the qualitative design. To gather the data for this research, the researcher interviewed three primary school English teachers as the participants on this research from two primary schools in Yogyakarta. This research revealed that the benefits of using Realia are that it could improve classroom atmosphere, give students new experience in learning, make the teaching-learning process easier, and help the teachers to achieve the teaching goals. Also, the parents are enabled to monitor the learning process. The challenges of using Realia include the Realia availability, Realia practicality, Realia from student, and the distraction from Realia itself. The strategies to

solve those challenges were also classified into four strategies based on those weaknesses.

Keywords: teaching media, Realia, teachers' perception

Background

There are many factors which can determine the success of teaching and learning process. One of the factors is the use of Teaching Media. Based on Ekayanti (2017), to increase students understanding and achievement of learning materials, teachers can explore a variety of ways in the use of teaching media. Teaching Media is important because it can be used in the learning process to maximize the learning process. Also, it can make the students understand more about the materials given by the teacher. Ekayanti (2017) also said that teaching media can help the students' concentrations in learning to receive the materials from the teachers. According to Jatmika (2005), the teaching media generally used for primary level is a visual media because the learners will understand more easily by seeing delivered pictures, photos, posters, flashcard, Realia, videos and others. Among all of the media which has been mentioned above, one of them which will be explored further by the researcher in this research is teaching using Realia as the media.

Jordan, Herell, and Amoriggi (2000) defined Realia as a term which relates to real things or concrete objects used in the classroom to build a background knowledge and vocabulary. The concrete objects are real objects in which the primary school English teachers bring to the classroom as the teaching media. For example, the teacher wants to teach the students about fruits. Then, they can bring fruits to the classroom so that the students can directly see and touch them. In addition, there are a lot of benefits

which the teachers can get when using Realia in the classroom, especially for Primary School English teachers. As one of them, the students also can learn by seeing and touching the objects directly which makes them feel more connected to the real world. Hastin (2013) said that the students may feel that learning activities using Realia improves the capability of understanding materials in a more in-depth manner and allows them to connect with everyday life. The researcher had also experienced an internship program where the researcher had to teach on two primary schools in Yogyakarta. As mentioned by the primary school of English teachers, there are only several teachers who choose to use Realia as their teaching method. Unfortunately, during the internship program, the teachers of those two schools said that they avoided the use of Realia as a teaching media in the classroom because they prefer to use printed books which have been provided by the school with the reason that they are more practical. Also, they do not have to pay additional charges rather than using Realia. Therefore, regarding the phenomena mentioned, the researcher is interested on investigating the benefits of using Realia, challenges of using Realia, and how to solve the challenges of using Realia based on primary school English teachers' perception. That way, the researcher can understand more about the use of Realia based on opinions from some of the teachers who will participate in this research.

Literature Review

Realia is a media used as the aids of learning process. Realia refers to any real objects used in the classroom (Budden, 2018). The use of Realia will be one of the most memorable activities for the students because it is fun and allows them to use their senses. Soames (2010) asserted that use of realia makes the language learning become

more memorable by directly creating a relationships between the objects of learning with the students. Besides, it will create an unforgettable experience for students. From the explanation mentioned, it can be concluded that Realia are real-life objects brought by the teachers into the class as a media to explain the learning materials. Using this media, the students can directly remember what they have learned.

Rosdiana (2017) stated that Realia is a media which is attractive enough for students because Realia has the ability to stimulate the imagination of the students by bringing real objects to learning activities, reduce the stress level of students in learning, make students feel motivated to find out more in the learning material and be able to understand it clearly in the discussion. The advantage of using Realia is that it can motivate students to learn new knowledge while applying their full senses in the learning process. Also, it can decrease the students' stress level and activate their imagination by using Realia. Therefore, using Realia can make the learning process more effective. Besides, when learning something new, they can also get the chance to gain new and unique experiences.

Realia has many benefits, but it also has its weaknesses which can be a challenge to the teachers. Dinalis (2017) stated that there are challenges when using Realia often faced by the teachers which lead to the limitation of costs. Besides, it is one of the most crucial constraints in Realia. The preparation of using Realia for classroom activities will cost a lot of money. For example, when the teacher wants to provide materials about shapes, they should find tangible forms which represent the shapes such as, cube, cylinder, sphere, triangle, or cone. The preparation of teaching media can certainly require different types of objects which lead to a sizable amount of spending.

Before using Realia in teaching, the teachers are required to properly prepare everything related to the media. According to Wibowo (2002), when the teachers plan to use Realia, there are some aspects which should be considered which determine the living things or objects utilized in the learning later on. For example, when the teaching is about the description of the shapes of fruit, the teachers should be able to sort out which fruits can be used in the study which cannot be used. Secondly, the teachers should know how to make the objects fit with the teaching pattern in the classroom. Thirdly, the teachers should know where they can obtain the objects. Also, the consideration is necessary in order for the learning to be more effective.

Research Methodology

The researcher used the qualitative approach as the research method in order to probe primary school English teachers' perception on the use of Realia as the teaching media. For the reason, the research questions were still the general nature and needed further investigation based on the experiences and opinions of the participants. According to Raco (2010), this method is a method which inputs the qualitative information of the participants into the data source which could be in the form of an opinion or thought about one thing related to the need of the researcher. In addition, the researcher used the qualitative descriptive studies. Qualitative descriptive studies could be a set of activities which described the actual events or circumstances occurred. Additionally, the researcher conducted this research in April 2019. To conduct the research, the researcher needed one and a half months to gather and analyze the data. For the reason, the researcher spent around one and half a months to gather and analyze

the data because the researcher only have three participants, thus the researcher does not need to take a long time to do that.

There are three participants in this research, and those participants are English teachers at two primary schools in Yogyakarta. Three participants were selected by the researcher based on the criteria that the researcher has been set before. The criteria were the participants should be familiar and should have used Realia in the teaching and learning process, also the participants should have had a teaching experience of more than one year because the participants with a teaching experience of at least one year should have experienced using Realia in the classroom. Then, the researcher used interview as technique to collect the data. Cohen, Manion, and Morrison (2011) mentioned that the purpose of interview is to collect rich data from the participants consisting of their perspectives, beliefs, and experiences. The researcher interviewed the participants based on the questions of the interview guideline. There are some tools that supported the researcher to do the interview such as smartphone to record the interview and print out of the interview guideline.

There were several steps which the researcher did before interviewing the participants. Firstly, the researcher contacted the participant and asked for their willingness to become participants of in this research. Then, after participants accepted the researcher's request, the researcher set a schedule for the interview. Besides, the researcher interviewed the participants after the school hours had completed. This interview was conducted at the place where the participants worked. To conduct the interview, the researcher made interview guidelines and used the Indonesian language

during the interview to ease communication between the researcher and the participants to avoid misunderstanding between the questions and the given answers.

Data analysis was the last topic in this discussion of chapter three. After collecting the data from the interview, the researcher analyzed the data. Analyzing the data was intended to identify and find out the answers regarding the research questions. There were some steps in data analysis, namely transcribing the data, member checking, and coding.

Findings and Discussion

There are three findings in here, such as the benefits of using Realia as the teaching media, challenges of using Realia as the teaching media, and some strategies to solve those challenges.

Benefits of Using Realia as Perceived by Primary School English Teachers'

Realia improve the classroom atmosphere. The participants said that the use of Realia in the classroom made the students feel more interested and enthusiastic during the teaching-learning process, and the classroom was alive and active. Also, the students felt more excited with the material, and the teacher could get excited when teaching using Realia. Besides, the class activities were more relatable for the students. As stated by Dinda, "Realia makes the children enthusiastic in learning".

According to Purnama, Poerwanti, and Karsono (2012), the use of Realia media makes the students more active in the learning process and more enthusiastic and interested in learning so that the quality of the students' learning process increases. Suharsih and Hamidiyah (2012) asserted that Realia is one of the alternative media that makes the learning process become more enjoyable and interesting. From the experts'

explanation, it could be concluded that they agreed that Realia could make the class better with the small things mentioned earlier. Besides, the class atmosphere could be better when students could be enthusiastic to participate in the classroom. Then, the teachers became enthusiastic in teaching, and class could be more active.

Getting new experience. Other Benefits could be gained by the students.

Besides, the students could have a new learning experience because they could touch and see the learning object directly. From the statement mentioned, Dinda said that, "Realia gives new experiences towards learning, and the children can gain the experience of touching and seeing the objects directly. With this, they do not need to imagine the teaching materials".

The statements mentioned were supported by Rosdiana (2017) who stated that Realia involves as a real object which will be learnt directly by students. Besides, providing Realia is a the real-time experience to give to students, as they can have a learning experience which cannot be found in other learning media. Therefore, the researcher and experts also agree that Realia can provide new experiences to the students because they can learn the objects directly.

Realia makes the teaching-learning process easier and help to achieve the teaching goals. When using Realia, the positive impact that the teacher felt was feeling easy because the teacher felt facilitated with the media. As Dinda stated, "using Realia eases the children to learn in the learning process". Likewise, Realia helped the teachers to achieve the teaching goals. Aisya also said, "Teachers can reach the learning goals". Beta also mentioned, "Almost 80% of the learning objectives can be achieved, and Realia helps me to teach the students well".

According to Muzahar (2018), the use of Realia media is to bring the learners closer to real objects, and eases them to understand. Additionally, Realia also helped the teachers to achieve their learning goals. According to Irawan, Sabri, and Sasmita (2015), learning using Realia can improve the children's learning outcomes. Previously, the students had less good value. However, after using Realia in learning process, the children can get a better value. Hence, the researcher had the same opinion as mentioned by the experts who conducted the study using Realia. Besides, using Realia can make the students more familiar with the material taught by the teacher, and Realia can ease the teachers to achieve the goals of learning.

Parents can monitor the learning process. The benefit of using Realia was not only obtained by both teachers and students, but also the parents. Based on the results of the interview with Aisyah, she said, “the parents can find out the extent of the students’ learning process”. Due to the reason, when the teacher asked the children to bring something from the house, the parents could learn about why the students should take the item and what the students learnt from carrying the objects. Then, the parents could monitor the course of the learning process at that time.

Rahman (2017) stated that teaching media is not only able to help the teachers and students in the learning process, but also helping the parents to monitor children's learning process. Accordingly, the researcher agreed to the opinion of Rahman who said that teaching media had other benefits in which the parents could also monitor the students’ learning. This is similar to Edmodo in which the parents could freely access the students account by using “Parents Code”, so they can see the extent of the students’ learning process. However, what the teachers needed to underline was the teaching

media used by Rahman, which is Edmodo. The teaching media included IT-based learning media, while the researcher focus on the learning media which is Realia.

Therefore, from the results of this study, the researcher generates new discoveries from the use of Realia as a teaching media.

The weaknesses of using Realia

Realia availability. From the results of the interview with three participants, two of them mentioned that one of the challenges which they got when teaching using Realia was the lack of the availability towards media. Dinda said, "Realia cannot be used in all learning materials", because only a few materials can use Realia, while learning materials about transportation or learning materials about a planet make it impossible for teachers to use the objects in the classroom context. Beta also said, "Not all learning materials can use Realia".

Regarding the aforementioned statement, it was also supported by Jones as cited in Safa'ah (2018) who asserted that real things are not always feasible to use in the teaching-learning process such as material about animals which are not possible to bring those animals in to the classroom activity. Consequently, Realia could ease the students to understand the learning materials, but Realia is also very inflexible to use in all learning materials.

Realia practicality. Aside from the availability side, another thing which challenges the participants when using Realia was from the practicality. As described by Dinda "Sometimes Realia is difficult to bring into the classroom, and Realia will be difficult to carry out by the teacher if the size is too large". Dinda added "Realia costs too much money", as teachers have to prepare various kinds of objects to serve as

Realia". On the other hand, Beta also argued "Realia is quite difficult to bring in order to prepare things", which we should bring into the classroom.

Jones as cited in Safa'ah (2018) added that not all Realia can be used or reached because the size of the Realia can be too big or too small. When the size of the Realia is too large, it will be difficult to carry. However, when the sizes are too small, it will interfere with the learning process because students will not be able to freely explore the learning objects. Also, the teachers could spend much money if they used Realia as teaching media. Due to the fact, it could make the teachers feel burdened by using Realia. As stated by Jones as cited in Safa'ah (2018), there are lot of things which we should bring into the teaching activities, so it will be trouble for the teachers to prepare various kinds of objects. Sometimes, Realia can be very difficult for the teachers because the preparation is too much.

Students forget to bring the items. Using Realia, most teachers could prepare what items used as Realia media. However, it was different from the opinion of Aisyah since she was not the one who prepared the Realia media, but the students prepared the Realia as learning media. In regards to the statements mentioned, the weakness regarding asking the students to bring the Realia appeared. Aisyah said, "some students forget to bring the Realia". Then, the students who forgot to bring Realia became passive students. As the reason, he could not see the lessons without being able to participate actively in class activities. Also, Aisyah said "the students become passive when they do not bring the Realia". Besides, the children could still get learning about the material at the same moment by viewing and listening without being able to freely touch the object from its learning and not to actively participate in the class.

According to Mulyani (2013), the students often forget to bring the items requested by the teacher like lesson package books. Also, the students forget to bring objects. However, the results of this study with Mulyani opinion were slightly different because Mulyani said it is not the media learning as Realia, but the book of learning package as another learning media. Thus, this research resulted in a new finding in which one of the disadvantages of Realia was forgetting to bring the media into the class.

Distraction from Realia. Along with making the children more familiar with the materials, Realia could also make children unfocused with learning materials brought by teachers. As Beta said "the students can lose their learning focus because they are more interested in the learning objects". That way, Realia could make students feel interested in learning, but Realia could also make the students more focused with the media. Besides, when the students had been bored with the explanations from teachers, they usually changed their focus to something which they find pleasing especially, if the media is a unique and rarely seen by the students. In addition, to make the children lose focus, not all Realia could be well received by students. Dinda said, "the acceptance of Realia media by a child was dependent on each child's psychology because there were children who were afraid of animals or certain objects".

The finding mentioned was similar to Wantini (2010) who said that sometimes, the students do not focus on their learning because they feel more interested in the media used by the teacher. In addition, the acceptances of children were about certain objects or animals vary. Some students were afraid or have a phobia with certain objects or animals, while some students were not afraid. As stated by Atrup and Fatmawati

(2018), Children's psychology is different, and there are some children who experience phobia or fear with animals like rats, snakes, cats, or disgusting animals. Accordingly, the researcher has the same argument as the experts in that Realia can cause children to cool down with their own world (because they are more focused with learning objects), and not all children can accept Realia, depending on kind of Realia used by the teacher.

Strategies to overcome the challenges of using Realia based on teachers' perception

Strategies to overcome the Realia availability. One of the disadvantages of Realia is that it could only be used in certain types of learning materials. From the statement mentioned, the teacher is expected to find out the ways to match the kinds of materials explained in class and the kind of Realia used in order to support the teaching-learning process. Dinda said that as one of the ways she used to solve the problem, “the use of Realia media was based on the learning material and the type of Realia itself”. If the media was reasonable and could be applied in the classroom, Dinda could use it. However, if it did not make sense and was not possible to use in the classroom, she did not want to use it in the teaching and learning process.

Regarding the statement mentioned, it was supported by Abid (2007) who said that the teacher could choose the real object which is suitable with the learning topic, for example if the teacher wants to teach about stationary, then the teacher could use the things around the classroom. Besides, Realia availability was assessed by the participants because the use of Realia depended on the situation and conditions at that time which could not complicate the teachers.

Strategies to solve the problems of Realia practicality. Realia was not flexible to use in all learning materials or topics, and the next drawback was Realia practicality. For the first problem of Realia practicality, Realia was heavy to carry, if the size of Realia was too large. Then, the teacher could have the trouble to carry, and if the size of the Realia is too small, it could be trouble for the students to learn the learning object because they cannot see the learning objects clearly. Dinda stated that the way to solve the problem is “to ensure whether or not Realia can be used in the classroom. For the second problem, Realia cost much money. Aisya said, “as the way she used to solve the problem, the teacher will utilize the surrounding objects” to minimize the cost. The last problem of Realia as practicality is that it was too difficult to prepare the objects used as Realia media. Dinda said "the teachers should have a well-preparation, and they had to prepare everything from the distant days. Thus, the teacher could have a lot of time to prepare it all.

Dantri (2015) said that when the teachers use Realia, the teacher is advised to use Realia which can be carried and explored by the students. From Dantri's narrative, the size of Realia should not be too large and not too small as long as students can freely explore the learning object, and the teachers are not difficult to bring the learning object. Besides, to minimize the cost, the teachers could use various kinds of things around her to be the Realia media.

Strategies to face the weaknesses of Realia from a student. One of the problems that teachers had to face when asking the students to bring something to the school and students forgot to bring it was Realia from the students. Aisya said, "Some students who forget to bring the items will usually become passive in the classroom

activity". Based on her opinion, the students were not able to participate actively in the class because he/she could only go to see and hear without being able to freely touch the object of the learning. As a way to overcome the problem in using Realia, Aisyah also said "I will give consequences to the students who do not bring the objects (the objects are going to be Realia) by not being able to actively participate in the class". In her opinion, this way was quite effective to use because with teaching children about responsibility and discipline, the students would not forget to bring the objects requested by the teacher in the future. For the reason, when the children could not participate actively, they could feel excluded.

According to Armai as cited in Mardiyanti (2017), giving a reward to the children can give a considerable influence, because later, the children will be more motivated to follow the children who get Praise from teachers. Udin (2017) also said that punishment can be given by giving sanctions on children, and the punishment is considered as an educational punishment. However, the researches conducted by Mardiyanti and Udin only focused on the awarding of reward and punishment to the students in the general context. Unlike the findings obtained by researcher, it was more focused on rewarding the children who did not bring Realia. Likewise, the goal of giving the reward to the children is to make them more disciplined and responsible.

Strategies to solve the problem of distraction from Realia. There were two problems which made Realia not only give students the convenience to learn but also one of the media which made the children felt less focused or afraid. For the first problem of distraction from Realia, some students were afraid of certain objects or animals because each student's acceptance of the Realia varied. Some of the students

were enthusiastic, and some of them did not like the existence of the learning object because of the fear or allergies. To overcome this problem, all three participants had the same argument. They stated that they would use other media instead of Realia in some learning topics or incorporate more than one teaching media. Dinda said, "teachers will use more than 1 teaching media". Also, it was judged as effective because if there were certain materials, the teachers used Realia in order not to make the students not feel afraid.

According to Ahna (2017), the teacher uses various kinds of teaching media when teaching tenses to the students such as texts, songs, videos, audios, games, stories, poems, novels, and pictures. The use of a varied teaching media eased the teachers to teach and keep students from being saturated by looking at the same media. In addition, the use of ice breaking when the children began to lose focus was beneficial.

Conclusion and Recommendation

Conclusion

To sum up, many teachers did not use Realia as a teaching media due to the many weaknesses of the Realia. However, based on research conducted by the researcher, there were also many positive sides of using Realia for the teachers and students who felt them, and the parents could also get the benefit from the use of Realia. Therefore, this study also resulted on the findings on how to deal with the problems faced from the use of Realia.

Recommendation

For the teachers and pre-service teachers. The use of Realia as a teaching media in the class might be useful for the teachers because there are many benefits on

using Realia. However, Realia can be distracting for students when learning something new. So, the researcher suggests to the teachers and pre-service teacher to use more than one teaching media and give the ice breaking while teaching something new to the students.

For other researchers. To follow up to this research, the other researchers might use another research instrument such as interview and observation. Then, the data will be richer and more accurate. In addition, the researcher recommends other researchers to develop this research by adding additional information towards the factors and forms of code switching in order to gain deeper and better data results.

For the institution. From the result, the researcher recommends the institution to provide the types of Realia to help the teachers in the learning process. The facilities included living things and inanimate objects, so that the teaching learning process will be more effective.

References

- Aritonang, M. I., & Sinulingga, J. (2012). Improving Students Vocabulary Achievement By Using Realia. *REGISTER Journal of English Language Teaching of FBS-Unimed*, 1(1)1-18.
- Arsyad, A. (2011). *Media Pembelajaran*. Jakarta: Raja Grafindo Persada.
- Asra, D. D., & Riana, C. (2007). *Komputer dan media pembelajaran di SD*. Jakarta: Direktorat Jenderal Pendidikan Nasional.
- Atrup, A., & Fatmawati, D. (2018). Hipnoterapi Teknik Regression Therapy untuk Menangani Penderita Glossophobia Siswa Sekolah Menengah Pertama. *PINUS: Jurnal Penelitian Inovasi Pembelajaran*, 3(2), 138-149.

- Bably, T., & Nusrat, D. (2017). Using realia as an effective pedagogical tool. *IOSR Journal of Humanities and Social Science*, 01-07.
- Baidawi, A. (2016). Using Visual Media in Teaching Speaking. *OKARA: Jurnal Bahasa dan Sastra*, 10(1),54-56.
- Bala, E. (2015). Storytelling in EFL Classes. *International Journal of Social Sciences & Educational Studies*, 2(2),20-23.
- Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member checking: a tool to enhance trust worthiness or merely a nod to validation? *Qualitative health research*, 26(13), 1802-1811.
- Budden, J. (2012, April 5). *Realia*. Retrieved June 2, 2018, from British Council: <https://www.teachingenglish.org.uk/article/realia-0>
- Creswell, J. W., & Cresswell, J. D. (2017). *Research Design: Qualitative, quantitative, and mixed methods approaches*. Sage Publications.
- Dantri, D. D. (2015). *Improving the Eight Grade Students' Descriptive Text Writing Achievement By Using Realia at SMPN 1 Besuki Situbondo*. Jember: Thesis dissertation, Jember University.
- Daryanto. (2010). *Media Pembelajaran*. Bandung: Satu Nusa.
- Harmer, J. (2007). *The Practice of English Language Teaching*. Harlow: Pearson Longman.
- Hastin, M. (2016). Pengaruh Media Realia Terhadap Prestasi Belajar Matematika Siswa Kelas X SMK. *Jurnal Pelangi*, 8(2)3-10.