THE USE OF REALIA FOR YOUNG LEARNERS

IN A PRIVATE ENGLISH COURSE

SKRIPSI

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THE USE OF REALIA FOR YOUNG LEARNERS

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SKRIPSI

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in English Language Education Department

by

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iii

STATEMENT OF ORIGINALITY

I honestly declare that this *Skripsi* does not contain the work or parts of the work of other people, except those cited in the quotations and the references.

Yogyakarta, 29 May 2020

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TABLE OF CONTENTS

LIST OF TABLES

viii

LIST OF FIGURES

ABSTRACT

Sitepu, S.B. (2020). *The use of realia for young learners in a private English course* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana, Yogyakarta, Indonesia.

Young learners are excited and lively learners who tend to be more active in doing many fun activities than adult learners. At this point, to support young learners in learning English, teachers are demanded to create learning activities creatively to engage their attention. Hence, teaching media plays an important part to develop fun activities in the classroom. There are many teaching media that can be used for teaching language based on its purposes. One of them is realia. Some studies revealed that it is an interesting teaching media to bring the real situation for teaching language for young learners.

The purposes of this research are to investigate how the teachers and young learners use realia and to explore the teachers' perceptions toward the use of realia in learning English in a private English course. This research was carried out using a qualitative method by observing two kid classes and interviewing three teachers in a private English course. The results of this research showed that realia can be used for teaching young learners, such as teaching vocabulary and assessing students' understanding. Based on the teachers' perspectives, realia brought some benefits for young learners' learning process in the classroom, such as helping students to engage in the learning process, maximize their multi-sensory English learning experience, and increase their communication skill. Furthermore, the implications and contributions of this study are providing insight into using realia to help and support the teachers in delivering materials, exploring the use of realia for teaching young learners, and using various kinds of realia. Yet, this study still has some limitations, in which, it will be richer if it was conducted in more classes and participants. For future studies, they can investigate the use of realia for teaching English skills and they might explore more of participants' perceptions in different settings.

*Keywords***:** realia, teaching media, young learners

INTISARI

Sitepu, S.B. (2020). *The use of realia for young learners in a private English course* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana, Yogyakarta, Indonesia.

Pelajar anak-anak adalah pelajar yang bersemangat dan aktif untuk melakukan berbagai kegiatan yang menyenangkan. Dalam hal ini, para guru dituntut untuk membuat kegiatan belajar yang kreatif untuk menarik perhatian mereka. Oleh karena itu, media pengajaran berperan penting untuk mengembangkan kegiatan di kelas. Bahkan, ada banyak media pengajaran yang dapat digunakan. Salah satunya adalah realia. Beberapa penelitian mengungkapkan bahwa realia adalah media pengajaran yang menarik untuk menghadirkan situasi yang nyata dalam pengajaran bahasa Inggris.

Tujuan dari penelitian ini adalah untuk menyelidiki bagaimana para guru dan pelajar menggunakan realia dan mengeksplorasi persepsi para guru terhadap penggunaan realia dalam belajar bahasa Inggris di sebuah kursus bahasa Inggris. Penelitian ini dilakukan dengan menggunakan metode kualitatif dengan mengamati dua kelas anak dan mewawancarai tiga guru. Hasil penelitian ini menunjukkan bahwa realia dapat digunakan untuk mengajar kosakata dalam bahasa Inggris dan menilai pemahaman siswa. Berdasarkan persepsi guru, realia membawa manfaat dalam proses pembelajaran di kelas, seperti, membantu siswa semangat dalam proses pembelajaran, memaksimalkan pengalaman bahasa Inggris dengan multi-indera mereka, dan meningkatkan keterampilan komunikasi. Terlebih, penelitian ini memberikan wawasan tentang penggunaan realia untuk mendukung para guru dalam menyampaikan materi, mengeksplorasi realia untuk mengajar, dan memberikan wawasan untuk menggunakan berbagai jenis realia. Namun, penelitian ini akan lebih kaya jika dilakukan dengan lebih banyak kelas dan peserta. Untuk penelitian selanjutnya, peneliti dapat menyelidiki penggunaan realia untuk mengajarkan keterampilan bahasa Inggris dan mengeksplorasi persepsi peserta di tempat yang berbeda.

Kata kunci: *realia, media pembelajaran, pelajar anak-anak*

CHAPTER I

INTRODUCTION

This chapter contains research background, research questions, research objectives, and research benefits.

1. Research background

Since young learners are more excited, enthusiastic and lively than adult learners(Cameron, 2001), teachers have to be more creative and active to build memorable learning experiences (Siswanto, 2017). The activities and exercises of the language classroom for young learners cannot be limited by the textbooks only (Bably & Nusrat, 2017). There are many variations of teaching-learning activities for young learners, such as doing role-play, making projects, and telling stories. By creating various and fun activities, teachers can use teaching media to help them develop the materials creatively during the teaching-learning process. Indeed, teaching media can be used to deliver information through given activities in the classroom. Aini (2013), for instance, stated that all teaching media can be used for teaching-learning activities and support learners in reaching learning objectives. In other words, all teaching media are useful to teach the language based on purposes. One of them is realia. It is a teaching media which consists of real and semi-concrete objects which are illustrated to teach vocabulary (Chiarantano, 2008). Therefore, it can be a bridge to build collaborative activities (Suharsih & Hamidiyah, 2012). In which, the use of realia to do class activities can make an authentic learning process for young learners.

According to Rokhmawati (2011), realia is actual or semi-concrete objects which are used as media to facilitate language learning. The objects are interesting and have a good starting point for communication activities. In short, realia is teaching media that can be seen, touched, felt, and brought into the class to support the teaching-learning process.

There are many previous studies about realia in the English language learning (e.g: Aini, 2013; Amumpuni & Rahmasari, 2019; Argawati, 2009; Bably & Nusrat, 2017; Bala, 2015; Diep, 2019; Hadi, 2018; Irawan, 2018; Rokhmawati, 2011; Suharsih & Hamidiyah, 2012). Based on the results, they found out that

students can be more creative and engaged in doing activities by using realia. In teaching speaking skill, realia is useful for students to express their thoughts orally by seeing and touching the objects directly (Bala, 2015). Moreover, Argawati (2009), for example, found that using realia makes learning experience more memorable for elementary students in Indonesia. Because most young children learn by having hands-on experience, so, realia can be a good teaching media to give them exposure of real-life learning situations. Furthermore, the previous research mostly used quantitative research method (e.g: Argawati, 2009; Bably & Nusrat, 2017; Bala, 2015; Diep, 2019; Hadi, 2018; Irawan, 2018; Rokhmawati, 2011). Most studies were conducted using quantitative method because the result represented large populations on using realia. Since, a qualitative method was rarely used, thus, I conducted this study to fill the gap from the previous research. In this case, the qualitative method was used to investigate how young learners and teachers use realia and explore the teachers' views.

Although there are many studies, the literature about teachers' perspective of using realia for young learners remains limited. Most of the researchers researched about how realia used for teaching vocabulary, writing, and speaking. However, many things can be explored more about how teachers and young learners use realia and in the classroom. Further, the previous research (e.g: Aini, 2013; Amumpuni & Rahmasari, 2019; Argawati, 2009; Hadi, 2018) was conducted mostly in formal schools. However, research on the use of realia for young learners in formal schools and non-formal settings are limited in numbers.

The existence of English private courses can be attributed to the characteristics of formal education (Alotaibi, 2014). Formal education is a structured and organized education model and administered by norms, laws, and subjects which strict to the curriculum, methodology, content, and objectives (Shala, 2016) Unfortunately, sometimes the high demand for education cannot be matched with students' need. English private course is a type of non-formal education which is more flexible to the needs and interests of the students (Shala, 2016). For example, some studies (e.g: Alotaibi, 2014; Kozar, 2013) found that students who are interested to join

courses outside the school are high in Saudi Arabia and Russia. However, despite the potential of private course in English education, in Indonesia, the research which focused on a private English course is rarely investigated. Therefore, this study would investigate how young learners and teachers use realia and explore teachers' views toward the use of realia in a private English course in the Indonesian context. Lastly, the use of realia for young learners in an English private course was conducted because young learners' characteristic shows that they are lively learners who need interaction with real objects to engage their attention to do activities in learning English (Bably & Nusrat, 2017).

2. Research questions

This study has two main concerns which are related to the use of realia in a private English course in the Indonesian context. Thus, this study addresses the following questions to be elaborated.

1. To what extent do the teachers and young learners use realia in a private English course?

2. What are teachers' views on the use of realia on English learners' learning?

3. Research objectives

There are two objectives of this study. First is to investigate how teachers and young learners use realia in a private English course in the Indonesian context. Second is to explore the viewpoints of teachers on using realia for young learners' learning English.

4. Research benefits

By conducting this study, hopefully, it can be beneficial for in-service and pre-service teachers, the institution, and other researchers. Firstly, by knowing how realia is used by the teachers and young learners, it can empower in-service and pre-service teachers to develop the use of realia. Also, the institution can establish and develop the use of realia to support the teaching-learning process there.

Then, by knowing the viewpoint of teachers on using realia, in-service and pre-service teachers can get more information on using realia, know the challenges of using realia for young learners, and consider to use realia in their teaching activity. Lastly, for the other researchers, the same research can be conducted with

3

different participants, such as teachers of junior and senior high school, in order to find out the different perspectives of using realia. Additionally, this study can be a reference to conduct similar research in different levels of learners, context, research method, and setting of learning.

CHAPTER V
CONCLUSION

As the conclusion, several important points will be highlighted in this chapter, such as summary, implications and contributions, limitations, and future studies.

1. Summary

Two main aims in this study were to investigate how teachers and young learners use realia in the private English course and explore the perspective of the teachers on using realia in learning English. Based on those purposes, observing two kid classes and interviewing three teachers of the private course were conducted. Five themes had been elaborated based on the data gathered from observation and interview.

Firstly, based on the results of RQ1, it can be concluded that realia can be used for introducing and teaching vocabulary lessons such as nouns, verbs, prepositions, and adjectives. The use of realia in the classroom brings a powerful way to connect students with vocabulary through seeing and feeling the objects directly. Aside from that, realia can be used to check students' understanding to get them familiar with the words that they learnt. Therefore, realia can be used for assessing students' understanding by involving them to do certain activities, such as playing game.

Furthermore, the results of RQ2 showed that realia brings some advantages to English young learners' learning. Firstly, the teachers clarified that realia makes students more active and excited during the teaching-learning process. In this case, by playing game using realia, the students were engaged because they are given exposure toward the lesson in an interesting way. Further, realia helps young learners to maximize their multi-sensory to get them to do hands-on experiences and they can remember the lessons in the long-term by using their sensors. Lastly, realia helps students to increase their communication skill because by using realia students can easily express their idea orally.

2. Implications and contributions

These findings have several significant implications for in-service and pre-service teachers, particularly for the purposes of teaching English. Firstly, the implication

for in-service teachers, this study can provide them an insight on using realia to support and help them in delivering materials. For instance, they can use realia for playing games or doing fun activities to introduce vocabulary, check students' understanding, and help students increase their communication skill. Moreover, for pre-service teachers, they can consider using realia in their learning-teaching process by combining realia with classroom activities, such as using realia for teaching vocabulary, and doing role-play using realia.

Accordingly, this study will enrich the literature of qualitative research in English language education related to the use of realia as a supporting teaching media in English language teaching for young learners and it can be used as a reference for future studies. Additionally, for in-service and pre-service teachers, findings from the teachers' perspectives will help them to explore more how realia is used for teaching young learners. Further, based on the observation results, they can consider combining realia with activities in the classroom.

3. Limitations

This study still has some limitations that can be seen as considerations in the future. Firstly, the observation data of this study may not explore more on other realia because both classes that had been observed used one kind of realia. The data would be richer if the observation was done in another class that used different kinds of realia. Secondly, this study was done within a limited time frame, therefore, this study could not be conducted with many participants. If it was conducted with more than three participants, the data will be richer. Furthermore, as it is a qualitative study, the results of the study could not be generalized. It might not be applicable in different contexts and settings. The last is the lack of exploration of the small findings which can be considered to be explored more in the future.

4. Future studies

Moreover, there are some recommendations for future studies that can be conducted based on the results and the limitations of this study. First, future studies might examine some small themes that emerged from this study which can be new findings for further research. Additionally, future studies can investigate

the use of realia for English achievements such as writing, listening skill, or even integrated skills. Also, future studies might examine teachers' perceptions of using realia for enhancing students' English skills. Next, future studies might explore more of teachers' perceptions of using realia in more than one private English course to gain more data from participants in different settings. Lastly, future studies might investigate more perceptions from different perspectives, such as senior high students who can share the perspective from students' side.

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