

**THE IMPACT OF REALIA ON TENTH GRADE STUDENTS' SPEAKING
AT SMA NEGERI 1 GURAH IN THE ACADEMIC YEAR 2025-2026**

SKRIPSI

Presented as Thesis Writing as the Requirement to Obtain the Sarjana Degree of
Education in English Language Education Department Faculty of Teacher
Training and Education Universitas Nusantara PGRI Kediri



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2026

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Entitled:

**THE IMPACT OF REALIA ON TENTH GRADE STUDENTS' SPEAKING
AT SMA NEGERI 1 GURAH IN THE ACADEMIC YEAR 2025-2026**

Approved and accepted by the advisor to be proposed to the Examination
Committee of English Language Education Department, Faculty of Teacher
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Date: July 17th, 2026

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Approved and Accepted by all its qualifications by the Examination Committee of
Universitas Nusantara PGRI Kediri

Date: July 17th, 2026

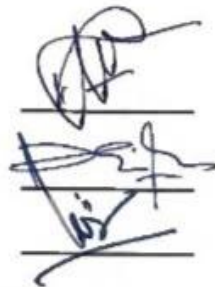
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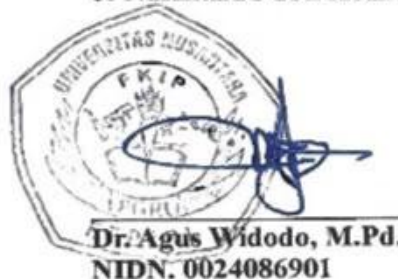
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MOTTO AND DEDICATION

MOTTO

“Indeed, with hardship comes ease. Therefore, when you have completed one task or overcome one challenge, continue striving with dedication and purpose, and let your hopes, desires, and trust be directed to Allah alone.”

Surah Al-Inshirah (94:6–8)

“Nothing lasts forever – not even the hardest days. It will pass.”

Unknown

DEDICATION

This skripsi is dedicated to my beloved family, whose unconditional love, endless prayers, and unwavering faith in me have been the foundation of every step I have taken. To my dear friends, thank you for walking beside me through moments of uncertainty, celebrating small victories, and reminding me to keep moving forward when the path seemed difficult. I also extend my heartfelt gratitude to all lecturers, mentors, and every individual who has contributed, directly or indirectly, to the completion of this research. Your guidance, support, kindness, and encouragement have left a meaningful mark on this journey. As I present this work, I am reminded that no achievement is accomplished alone. It is the result of countless acts of support, generosity, and belief from the people who have shared this journey with me. For all of you, I offer my deepest appreciation and dedicate this work with gratitude and love.

ABSTRACT

Reekita Lavensky: The Impact of Realia on Tenth Grade Students' Speaking at SMA Negeri 1 Gurah in the Academic Year 2025-2026, Skripsi, English Language Education Department, Faculty of Teacher Training and Education.

Universitas Nusantara PGRI Kediri, 15th of July 2026.

Keywords: *Speaking Ability, Realia, Communicative Language Teaching*

This research aims to examine the impact of using realia on students' speaking skills. This research is driven by the fact that many students still have difficulty speaking in English, especially in grammar, vocabulary, pronunciation, and fluency. As a result, students often lack confidence when conveying their ideas orally. Therefore, appropriate teaching methods are needed to create meaningful and contextualized learning experiences. Realia, such as realias from real-life situations, can help students connect language learning with concrete experiences and improve their speaking skills.

This research uses a quantitative approach with a pre-experimental method employing a one-group pretest-posttest design. The population of this research is tenth-grade students at SMA Negeri 1 Gurah, and the sample consists of 30 students selected thru purposive sampling. Data were collected thru pre- and post-oral tests and assessed using the Brown oratory rubric, which includes grammar, vocabulary, fluency, and pronunciation. Data were analyzed using descriptive statistics and paired sample t-tests with IBM SPSS version 31.1.

The findings show that students' speaking skills improved after the implementation of realia. The average score increased from 68.67 in the pre-test to 81.00 in the post-test. Additionally, the paired sample t-test showed a significant value of less than 0.001, which is lower than the significant level of 0.05. This indicates that there is a significant difference in the students' speaking abilities before and after the treatment. The improvement is evident in all aspects of speech, namely grammar, vocabulary, fluency, and pronunciation.

It can be concluded that realias are an effective teaching method to improve students' speaking skills. Therefore, English teachers are encouraged to use realia as an alternative method in teaching oral expression.

ACKNOWLEDGEMENTS

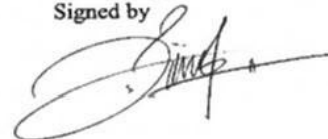
Praise is always offered to the presence of Allah S.W.T, who has bestowed His mercies and blessings so that this skripsi entitled "The Impact of Realia on Tenth Grade Students' Speaking at SMA Negeri 1 Gurah In the Academic Year 2025-2026" can be completed.

Furthermore, the writer would like to thank all parties who have contributed to the success of writing and preparing the skripsi of this research, including:

1. Dr. Zainal Afandi M.Pd. as the Rector of Universitas Nusantara PGRI Kediri, who always motivates his students.
2. Dr. Agus Widodo, M.Pd. as the Dean of the Faculty of Teacher Training and Education, who always encourages his students to learn hard.
3. Dr. Khoiriyah, S. Pd., M.Pd. as the Head of English Language Education Department, who always advise and guide the students during the writing of this thesis skripsi.
4. Agung Wicaksono, M.Pd. as the supervisor I who always gives advice and guidance from the beginning till the end of writing this skripsi.
5. Mahendra Puji. P. A. S, Pd, M. Pd. as supervisor II who always supports and guide to write this skripsi.
6. Headmaster, English teacher, and students of SMA Negeri 1 Gurah for their permission, cooperation, and participation during the research process.
7. All lecturers and staff of English Language Education Department who facilitate students to experience pleasant atmosphere.
8. Other parties who cannot be mentioned one by one who have given prayers and support during the process of writing this skripsi.

Kediri, July 17th, 2026

Signed by



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CHAPTER I

INTRODUCTION

This chapter presents the background of the research, formulation of the research, objectives of the research, significance of the research, and definition of key terms.

A. Background of the Research

English is widely recognized as a global language that plays an important role in facilitating cross-cultural and international communication. People who master English can access a wealth of knowledge, participate in global interactions, and pursue educational and professional opportunities worldwide. In the context of learning English, mastering the four macro skills—listening, speaking, reading, and writing—is essential to achieving communication competence. Among these skills, speaking is considered the most important for effective communication in real-life situations, as it allows people to convey ideas, express opinions, and engage in direct interactions (Rao, 2019).

Although important, many students, especially at the senior secondary level, still face significant challenges in developing their speaking skills. These challenges include limited vocabulary, lack of fluency, poor pronunciation, low self-confidence, and fear of making mistakes, which often prevent students from actively participating in oral expression activities (Brown, 2001; Harmer, 2007). As a result, students tend to become passive and reluctant to express their ideas verbally. This situation shows that conventional teaching methods are often insufficient to support the development of oral expression skills, and therefore, a more engaging and contextual approach is needed.

In the context of Indonesian education, English is an important subject that supports academic and professional development. According to Kirkpatrick (2011), English plays a dominant role in the academic environment, which requires students to master it in order to succeed in higher education. Furthermore, the implementation of the Merdeka Curriculum emphasizes student-centered learning and the development of communicative competencies, particularly oral expression skills, to prepare students for real-

world communication. However, in practice, many tenth-grade students still demonstrate low oral competence. Often hesitant when speaking, relying on rigid sentence structures and showing minimal spontaneous interaction during classroom activities.

Based on the initial observations conducted at SMA Negeri 1 Gurah, several issues related to students' speaking abilities have been identified. First, the students have a limited vocabulary, which makes it difficult for them to express their ideas clearly. Secondly, students face difficulties in communicating orally in English during classroom activities. Thirdly, many students have poor pronunciation, which affects the clarity of their speech. Additionally, students often lack confidence and feel anxious when speaking in English, which further reduces their participation. From the teacher's perspective, the use of conventional and teacher-centered methods, such as textbook-based teaching and rote memorization, limits students' opportunities to engage in meaningful communication. Furthermore, the use of monotonous learning materials that lack real-life context fails to stimulate students' interest and motivation in speaking activities. As a result, students become passive learners and are unable to connect classroom learning with real-world communication.

To address these issues, it is necessary to implement effective and engaging teaching methods that can create a more interactive and meaningful learning environment. One possible solution is the use of realia, which refers to authentic everyday objects used as teaching tools in the classroom. The use of realia can provide concrete and contextual learning experiences, allowing students to directly observe, interact with the materials, and relate them to their real-life experiences. This approach aligns with the principles of Communicative Language Teaching (CLT), which emphasizes authentic interaction and meaningful communication (Harmer, 2007). By using realia, students are encouraged to actively participate in conversation activities, express their ideas more confidently, and develop their language skills in a more natural way.

In addition, realias can significantly contribute to the improvement of various aspects of speech, including pronunciation, fluency, vocabulary, and grammar. The presence of realias helps students associate words with their

meanings, enhancing vocabulary and pronunciation. It also encourages spontaneous interaction, which enhances fluency, and provides contextual support for constructing grammatical sentences. In addition, realias can reduce students' anxiety and increase their motivation, as the learning process becomes more engaging and relevant to their daily lives.

Although the benefits of the realia theory have been widely discussed, empirical research focusing on its impact on speaking ability at the senior secondary level, particularly in the Indonesian context, is still limited. Previous studies have primarily focused on general language learning or at different educational levels (Aini, 2013). Therefore, it is necessary to conduct more research specifically examining the effectiveness of realia in enhancing the oral expression skills of tenth-grade students.

Based on the identified problem, this research focuses on examining the impact of using realia as a teaching method to enhance students' speaking ability. However, this research has several limitations. First, this research is limited to one language skill, namely speaking, which is measured thru four aspects: fluency, pronunciation, vocabulary, and grammar. Second, the speaking activity is limited to one type of text, namely recount text, which specifically relates to the students' past experiences in the context of sports. Third, this research was conducted exclusively with tenth-grade students at SMA Negeri 1 Gurah during the 2025–2026 academic year. Other language skills such as listening, reading, and writing are not included in this research. In addition, this research only focuses on the use of realia as a teaching media, without comparing it to other teaching methods.

Therefore, this research aims to investigate the impact of realia on the speaking ability of tenth-grade students at SMA Negeri 1 Gurah, with a focus on improving students' speaking ability in terms of fluency, pronunciation, vocabulary, and grammar thru the use of real-life objects in recount text learning.

B. Formulation of the Research

Based on the background described, the research questions are formulated as follows:

1. How is the tenth-grade students' speaking ability at SMA Negeri 1 Gurah before being taught using Realia?
2. How is the tenth-grade students' speaking ability at SMA Negeri 1 Gurah after being taught using Realia?
3. How far is the significant of using Realia on the speaking ability of the tenth-grade students at SMA Negeri 1 Gurah?

C. Objectives of the Research

In accordance with the formulation of the research problems, the objectives of this research are:

1. To find out the tenth-grade students' speaking ability at SMA Negeri 1 Gurah before being taught using realia
2. To find out the tenth-grade students' speaking ability at SMA Negeri 1 Gurah after being taught using realia
3. To find out whether there is a significant impact of using Realia on the speaking ability of the tenth-grade students at SMA Negeri 1 Gurah

D. Significance of the Research

1. Theoretical Significance

In theory, it is hoped that this research will contribute to the development of English language teaching, particularly in conversational skills. It aims to enrich the existing body of knowledge regarding the application of realia as an alternative and effective teaching method within the framework of communicative language teaching (CLT). By focusing on realia, this research provides information on how authentic and tangible materials can be integrated into speaking activities to promote meaningful interaction, enhance student participation, and reduce affective barriers such as anxiety and lack of confidence (Nikmah, et al. 2018).

Furthermore, this research supports the theory that a student-centered and contextual learning environment encourages better outcomes in language acquisition, especially in oral communication. Reinforcing the concept that language learning should not only focus on linguistic accuracy but also on fluency, appropriateness, and communicative competence. The findings of this research can serve as a theoretical reference for future researchers, educators, and curriculum developers in designing teaching focused on oral expression using practical and real-world tools such as realia.

2. Practical Significance

This research also holds several practical implications for various stakeholders involved in English language education:

- 1) For English Teachers: This research provides practical ideas and strategies for using realias as an alternative method for teaching conversation skills. For teachers: Teachers can adopt and adapt the use of realias in their classroom practices to create a more interactive, engaging, and communicative learning environment, which can help overcome students' lack of confidence and low motivation in oral expression activities.
- 2) For Students: This research aims to support students in developing higher confidence, fluency, and accuracy when speaking in English. By interacting with realias, students are encouraged to participate more actively in class and practice speaking in contexts that feel more natural and relevant for real-life communication.
- 3) For Researcher: This research allows researchers to gain a deeper understanding of practical language teaching methodologies, particularly the use of realia. It also provides valuable experience in the design and implementation of research in the classroom, which can contribute to his professional development as an educator and researcher.

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