

The Impact of Realia to 10th Grade Students' Speaking at SMAN 1 Gurah in Academic Year 2025-2026

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ABSTRACT

This research explores the use of realia as an instructional medium to enhance the speaking skills of tenth-grade students at SMA Negeri 1 Gurah. Many students initially experienced difficulties in speaking due to limited vocabulary, low fluency, and a lack of engaging learning materials. Realia were introduced to provide more contextual, meaningful, and interactive learning experiences. The study employed pre-test and post-test design and analyzed the results using SPSS. The results indicated a substantial improvement in students' speaking after the use of realia. The mean pre-test score of 6.53 increased to 9.73 in the post-test, and the paired samples t-test revealed a significant difference between the two assessments ($t = -18.232$, $p < 0.001$). The strong correlation between pre-test and post-test scores ($r = 0.878$) further supports the consistency and reliability of the improvement. The findings show that students' speaking abilities improved after being taught with realia, indicating that authentic objects can support better participation, confidence, and communication in the classroom. Overall, this study suggests that realia serve as an effective medium for improving speaking in senior high school learners.

KEYWORDS: *Realia, Speaking Skills, English Learning, Communicative Approach*

1.1 INTRODUCTION

English is widely recognized as a global language that supports international communication, academic advancement, and professional opportunities. As speaking is considered the most essential macro skill for real-time interaction (Rao, 2019), students at the senior high school level must develop strong oral proficiency to meet communicative demands. However, students' speaking anxiety is influenced by several key factors, including lack of confidence, low familiarity with speaking tasks, limited English proficiency, fear of making mistakes, and difficulty understanding input (Sulistiyani & Wicaksono, 2023). These psychological and linguistic barriers often interact with broader challenges commonly experienced by Indonesian EFL learners. In many Indonesian classrooms, students still struggle to develop effective speaking skills due to restricted vocabulary mastery, insufficient fluency, inaccurate pronunciation, and persistent fear of being judged for errors

(Brown, 2001; Harmer, 2007). Observations at SMA Negeri 1 Gurah confirm these issues, where tenth-grade students often hesitate to speak, rely on rigid structures, and show minimal participation in speaking tasks. These challenges are influenced by teacher-centered instruction, textbook-dominated learning, and insufficient exposure to authentic communication. Although the Merdeka Curriculum promotes communicative competence and student-centered learning, many classrooms still lack interactive and contextualized speaking activities.

A major factor contributing to students' difficulties is the use of monotonous, non-contextual learning materials. Textbooks often present generic topics disconnected from students' real-life experiences, limiting motivation and engagement in speaking activities. In this context, realia refer to real-life objects used in the classroom to enhance learning, especially in language education. According to (Richards, J. C., & Schmidt, R. 2010) realia consist of "*objects and materials from everyday life used as aids to teaching*," making language learning more concrete and meaningful. Realia help create meaningful, tangible, and interactive learning experiences that support the principles of Communicative Language Teaching (CLT), encouraging students to speak more naturally, develop vocabulary, and reduce affective barriers (Harmer, 2007; Aini, 2013). Although realia have been widely discussed theoretically, empirical research on their impact on senior high school students' speaking abilities in Indonesian settings remains limited, making this study necessary.

Therefore, this research investigates the impact of realia on the speaking skills of tenth-grade students at SMA Negeri 1 Gurah in the 2025–2026 academic year. The study focuses on four speaking indicators: fluency, pronunciation, vocabulary, and grammar, using analytical exposition texts as the speaking task. It aims to describe students' speaking before and after the implementation of realia and to examine whether this medium can foster greater fluency, confidence, and communicative competence.

2.0 METHODOLOGY

This research adopts a quantitative research approach and employs a pre-experimental design, specifically the one-group pre-test and post-test design, as described by (Creswell, 2014). The data will be analyzed using descriptive and inferential statistical techniques to evaluate the impact of realia on students' speaking. All statistical computations will be conducted using SPSS version 31 as the main analytical engine (IBM Corp., 2025). Descriptive statistics including the calculation of means and standard deviations will be employed to summarize students' pre-test and post-test results and to provide an initial overview of overall performance and score variability (Creswell, 2014).

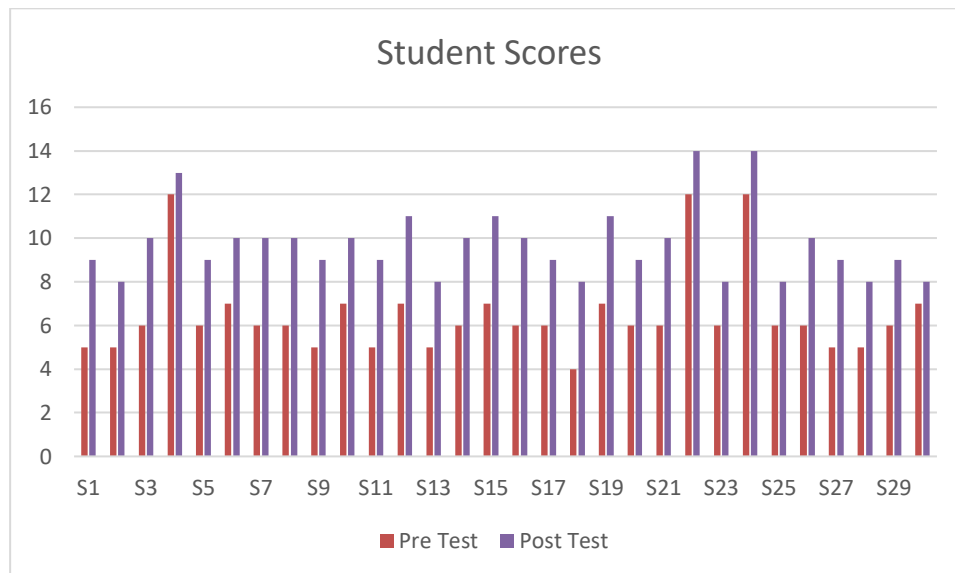
After describing the basic characteristics of the data, the next step involves examining the correlation between pre-test and post-test scores. This correlation analysis helps determine whether students' speaking demonstrates a consistent pattern, such as whether learners who scored higher in the pre-test similarly improved in the post-test. Identifying this relationship supports the reliability and internal consistency of the data collected from the 30 participants and offers additional insight into how students' speaking developed during the treatment phase.

Finally, a paired sample t-test will be executed through SPSS to determine whether the difference between the pre-test and post-test scores is statistically significant. This inferential test is appropriate because the same participants are measured before and after the treatment, enabling the researcher to assess the true impact of realia-based instruction. The results of the t-test will reveal whether the observed improvements can be attributed to the instructional intervention rather than chance, thereby allowing valid and evidence-based conclusions about the impact of realia in enhancing students' speaking.

3.1 FINDING

In this research, tenth-grade students' speaking skills were improved through the use of realia as instructional media. Prior to being taught with realia, students' speaking was still considered low due to limited vocabulary, lack of fluency, and low confidence during classroom activities. This condition was also influenced by the monotonous learning process that relied heavily on textbooks and lacked engaging, contextual materials. These issues are reflected in the results of the pre-test administered before the implementation of realia. A total of 30 students participated in the assessment, and the results showed that students' speaking scores ranged from 4 to 12, with an average score of 6.53, indicating that none of the students reached the expected level of proficiency.

After implementing realia in teaching speaking focusing on fluency, pronunciation, vocabulary use, and grammatical accuracy, students' speaking showed significant improvement. This is supported by the results of the post-test administered following the treatment. The students' scores increased noticeably, ranging from 8 to 14, with a higher mean score of 9.73. Compared to the pre-test, the post-test results revealed a meaningful enhancement in students' speaking abilities, showing that realia successfully engaged students reduced anxiety, and encouraged more active participation during speaking activities. This study was analyzed by SPSS. The data from the mean of pre test dan total score. And then compared with post test using these steps or with following steps.



$$MPre = \frac{\sum pre}{N}$$

$$MPost = \frac{\sum post}{N}$$

$$D = \frac{\sum D}{N}$$

$$\sum X^2 d = \sum d^2 - \frac{(\sum d^2)}{N}$$

$$t = \frac{\frac{D}{\sqrt{\sum D^2 - \frac{(\sum D^2)}{N}}}}{N(N-1)}$$

Based on the pre- test and post- test results are analyzed using SPSS and get the results as below:

Table 1
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Score Pre Test	30	4	12	6.53	1.995
Score Post Test	30	8	14	9.73	1.639
Valid N (listwise)	30				

Based on the table above, descriptive statistics were computed to provide an overview of students' speaking prior to and following the intervention. As shown in the SPSS output, the pre-test scores ranged from 4 to 12, with a mean score of 6.53 and a standard deviation of 1.995. These figures indicate that students initially exhibited relatively low levels of speaking proficiency, with substantial variability in performance.

Following the implementation of realia-based instruction, the post-test scores demonstrated a marked improvement. Scores increased to a range of 8 to 14, with a higher mean of 9.73 and a lower standard deviation of 1.639. The increase of 3.20 points in the mean score suggests that the majority of students performed better after the treatment. Moreover, the reduction in score dispersion indicates a more uniform distribution of achievement, suggesting that realia-based instruction contributed to narrowing the performance gap among students.

Table 2
Paired Samples Correlations

	N	Correlation	Significance One-Sided p	Two-Sided p
Pair 1 Score Pre Test & Score Post Test	30	.878	<.001	<.001

The paired samples correlation yielded a coefficient of $r = 0.878$ ($p < 0.001$), indicating a strong and statistically significant positive relationship between pre-test and post-test scores. This correlation implies that students' speaking levels were highly consistent across the two testing periods, meaning that although improvement occurred, individual differences in performance rank were largely maintained. Such consistency reinforces the reliability of the test instruments and supports the validity of further comparison using paired samples t-test.

Table 3
Paired Samples Test

Paired Differences		95% Confidence Interval of the Difference	
Mean	Std. Deviation	Std. Error Mean	Lower

Pair 1	Score Pre Test - Score Post Test	-3.200	.961	.176	-3.559
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Pair 1	Score Pre Test - Score Post Test	Paired Differences 95% Confidence Interval of the Difference	t	df	Significance	
		Upper			One-Sided p	Two-Sided p
		-2.841	-18.232	29	<.001	<.001

In Paired Samples Test table, paired samples t-test was conducted to examine whether the mean difference between pre-test and post-test scores was statistically significant. The analysis produced a mean difference of -3.200 , with a standard error of 0.176 , and a t-value of -18.232 ($df = 29$). The significance level was $p < 0.001$, far below the established alpha threshold of 0.05 .

The 95% confidence interval for the mean difference ranged from -3.559 to -2.841 , which does not include zero, further confirming that the improvement was statistically meaningful. These findings lead to the rejection of the null hypothesis (H_0) and acceptance of the alternative hypothesis (H_1), indicating that realia-based instruction had a significant positive effect on students' speaking.

4.0 CONCLUSION

The findings of this study demonstrate that realia positively influence the speaking skills of tenth-grade students at SMA Negeri 1 Gurah. Students showed significance improvement after the implementation of realia, indicating that authentic objects can create more meaningful, engaging, and interactive learning experiences. The statistical analysis supports the significance of this improvement, confirming that realia effectively enhance students' fluency, vocabulary use, pronunciation, and overall communicative confidence. Therefore, realia can be considered a beneficial instructional medium for strengthening speaking in senior high school English classrooms.

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