

Chapter Two

Literature Review

In this chapter, the researcher writes some essential studies from the previous research, books, and also journal articles related to this research. There are several significant points in this chapter. The topic of the literature review composes of teaching media, types of teaching media, Realia as teaching media, benefits of using Realia as teaching media, challenges of using Realia as teaching media, and review of related studies. In the last section of chapter two, the researcher also puts the review of related studies.

Teaching Media

This section explores about the teaching media used in English language learning. The issue regarding the teaching media is a common topic among teachers in every country. Some of the teachers prefer to use teaching media during the teaching process, and some of them are not familiar with it. Daryanto (2010) stated the media is the plural form of the word medium. A medium can be defined as an introduction to the occurrence of communication from a sender towards a receiver. Sadiman (2009) said that teaching media are the tools which are provided and brought into the classroom by a teacher to facilitate the teaching-learning process. Teaching media are all physical devices which can present a message and stimulate the students to learn. Based on what Sadiman (2009) stated, teaching media is a tool for teachers to use in order to conduct the teaching process in the classroom or outside of the classroom.

Teaching media are the tools which can make learning more effective and interesting. According to Harmer (2007), teaching media is a range of objects, pictures, and other things which can be used as instructional media to present and manipulate language and involve the students in the activities. Besides, there are a wide range of media which can be used for teaching in English classes. The teaching media is a tool for teaching-learning which has a function used to help in achieving all goals. Thus, learning media helps the learning process so that the learning objectives can be well managed (Indriyani, 2008). Before proceeding to the learning process, the teachers should be as prepared as possible on the properties which they plan to use in the classroom. Also, this includes the materials to the teaching media which the teachers use during the teaching and learning process.

Kinds of Teaching Media

The media is interpreted as an intermediary to the introductory message from the sender to the recipient (Suprihatiningrum, 2016). In English language teaching as a foreign language, media is very necessary to use for several reasons. Baidawi (2016) said that “teaching media helps the teachers in the teaching-learning process and create an effective time management. The availability of media in the class will influence students’ learning exposure where the selection of appropriate media is available to improve students’ ability in speaking” (P.57). Baidawi (2016) also classified the kinds of teaching media into 3 types, namely Visual media, Audio Media, and Audio-visual Media. Besides, the teachers

usually choose the teaching media which are suitable for the students based on the level of the students' English proficiency and on the materials that would be presented. For example, if the teachers want to teach second grade Primary school students about vocabulary, they can utilize Realia or flashcards. In regards to the statement mentioned, it might lead the materials to be more understandable for the students. Primary school students are usually interested with the things which they can visually process. Baidawi (2016) stated that the availability of media in the class will influence students' learning spirit, and the selection of appropriate media will improve students' abilities in English. Besides, there are kinds of teaching media which are appropriate for the students during the teaching and learning process. Those kinds of teaching media are visual aids, audio aids or media, and audio visual aids or media. Hence, for more detailed information, each kind of teaching media is explained in the following paragraphs.

Visual Aids. Baidawi (2016) said that visual aids include pictures, models, objects, or other tools which give real visual experience to the students. Basically, the visual aids in learning is everything which can be seen by the eyes and brought into the classroom as a visual teaching media to support the learning process. Besides, the students have the opportunity to find out about something from directly looking at the things or visual aids. Singh (2005) defined that visual media can be tools, devices, objects or media which are not only heard but can be seen directly to increase the ability for individuals to visualize. Visual aids is the media brought by the teachers to the classroom in order to encourage the teaching and learning process and motivate the students. Accordingly, visual aids are

divided into four types, namely printed media, Realia, overhead transparency (OHT) and LCD projector.

Printed media is media in the form of a mold such as English textbooks, magazines, newspapers, journals, bulletins, and dictionaries. The function of visual media is to help the students to attain knowledge by reading. Also, they can get lots of facts by reading printed media. Besides, graphic media is also included in this printed media which includes photographs, graphics, pictures, games, puzzles, charts, flashcards, comic scripts, and others.

In addition, Realia is the real object in which the teachers bring into the classroom. Asra, et al (2007) defined Realia as real media in the natural environment. Realia can be in a living condition or a preserved condition such as plants, rocks, animals, herbaria, water, and other things related to Realia. Realia can also include big calendars, games or puzzles, maps, menu of restaurants, and others. Rusman (2005) stated that Realia are real objects which exist in the natural environment used both in living and preserved conditions namely plants, rocks, animals, insectariums, objects, water, rice, food and others. Syaodih, as cited in Sukanti (2013) mentioned that the media is a form of real stimulus, in which objects such as people, animals, plants, objects, events and others can be observed by students. That way, it can be concluded there are two types of visual aid such as living things and non-living things. Thus, each kind of visual aid is explained in the following paragraphs.

Living things. Living things are very rarely used as Realia in visual aid. Besides, living things as visual aid is challenging for teachers to use in Realia in

teaching and learning process. The examples of visual aid are humans, plants and animals. Therefore, living things as visual aids are not easy to be implemented in the teaching and learning context because it is quite hard to find.

Inanimate objects. Many teachers more often use this type of Realia compared to living Realia because inanimate objects would be less challenging to be carried and used in a classroom, either by teachers or students. The examples are the objects that exist around us such as food, books, pens, and others.

Generally, both types of Realia can be used as the proper media to teach kids at elementary school to learn English. Furthermore, the elementary school children will usually find it faster in processing knowledge when it can be visualized. From the statement mentioned, it can be concluded that Realia refers to real-life objects. Therefore, the following figure is the examples of non-living things as the use of Realia.

Picture 1
The Example of Realia



The use of the media Overhead Transparency (OHT) and LCD Projector enable teachers to write or describe something to the students. This media are able to present some pictures based on the teaching material.

Audio Aids/media. The function of these Audio teaching media is to help the students in the classroom activity in order to improve their skills by listening to audio recordings. The content of teaching media is listening to the recording. By using this audio media, the students are able to identify the pronunciation of each word and the intonation. The examples include listening to the radio, tape recorder, mp3, mp4, and others.

Audio-visual Media. The last kind of teaching media is audio-visual media. Audio-visual is the media which can be seen and heard, such as television and films. Audio-visual media presents a complete communicative situation. The students can find that it is easy to understand the facial impressions, gestures, and the physical background of the given scenes. That way, the learning becomes closer to real-life situations. Besides, it is important to preview programs and assess the students' effectiveness, duration, and content value in real class situations on how to operate them more effectively to help the students to learn the content. These media include films and TV programs recorded in both pictures and audio on CDs. To use the media mentioned above, it is important for the teachers to select the appropriate media which is available and interrelates with the components of the curriculum because each media has their respective strengths and weaknesses.

Realia as the Teaching Media

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. In general, Realia is often used within the scope of primary school because the younger students are more able to absorb knowledge when they see the objects directly as compared to just listening without looking directly at the object. The statement mentioned is supported by Bably (2017) who said that Realia can be very effective for teaching young children. For the reason, the children love to directly learn something fun and not monotonous. That way, they can learn quicker and become more motivated. According to Solihatin and Raharjo (2007), Realia are real objects used as teaching materials or learning resources. Besides, the utilization of Realia should not only be presented in the classroom, but also teachers can invite the students to see the objects directly (observation) to their location.

As stated by on Sukrina (2016), Realia are the objects applied in the classroom to spark interest and relate language to the real world. The use of Realia fall into three main areas, including the descriptions, props in drama, and other types of activities such as creative thinking exercises and finding different uses for objects. For example, the ruler could be a weapon, musical instrument, a symbol of authority, and others. Arsyad (2011) defined Realia as objects which

can be seen through hearing and visualization. According to Lestari (2014), Realia are real objects used as learning materials. Sanaky (2011) stated that Realia are real objects which can be presented in classrooms or lectures. From some senses mentioned, Realia can give the students direct experiences during the teaching and learning process.

Benefits of Using Realia as Teaching Media

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.

Argawati (2009) mentioned that other benefits of using real objects in the classroom is that it can make the learning experience more interesting and unforgettable for the learners. Pujita (2006) classified the benefits of Realia into several parts, namely that it can foster direct interaction between children and objects, assist the learning process of the children to be more active in observing

and manipulating, to ease the media use, to use real objects existing around the environment, to give clear and accurate information, and to consider the objects of Realia to be real objects. Thus, the information pertains to the object to be clearer and more accurate.

From the explanation above, Realia can thus motivate the students to get unique experiences from learning firsthand which cannot be obtained from other learning media. Besides, the students can directly touch and see the tangible form of the materials being studied. For example, when they learn about objects in English, they do not just listen to the materials. However, they can also see and touch the object. In addition, Realia can also encourage the students to interact directly with the media. For the reason, when the teacher explains materials, the use of Realia enables a wide range of senses such as hearing, sight, and touch. Furthermore, Realia can lead the students to become more active in the classroom, and it can also indirectly make students understand the materials better.

Challenges in Using Realia as the Teaching Media

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.

Meanwhile, Pujiata (2006) said that the major constraints in the procurement of Realia Media into the classroom include factors like the size of the Realia, the difficulty to carry, and the relatively expensive price. Besides, the objects which are expensive cannot be used as a media of Realia. For example, when the teachers wish to explain about musical the instruments, it would be very unlikely to bring along musical instruments into the classroom.

From the explanation mentioned, the weaknesses of Realia often becomes the biggest challenge of teachers as they freely engage with their students to learn outside the classroom due to the possible risks. The limitation of costs comes up as the challenge in using Realia as the teaching media. Besides, some teachers choose to use other learning Media because the cost is very minimal. The third aspect relates to the size of the object in which the Realia is sometimes too large or too small for a child. The expensive price of the Realia can also be the challenge in using Realia. Sometimes, the students are less able to understand the learning materials because they are too focused on the Realia.

Strategies to Overcome the Challenges in Using Realia

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.

The most frequent problems faced by teachers when using Realia is the perception of some teachers regarding the very high cost of utilizing Realia as a learning media. There are many teachers who deemed that the cost of the use of Realia is relatively expensive. For example, when the teachers explain materials regarding the types of clothing, some teachers would think that they should bring new clothes. Meanwhile, Sudjana and Rivai (2001) stated that to choose the medium of learning, the teachers need to pay attention to the aspects of convenience and the ability to use the media. Hence, the teachers do not have to buy expensive stuff to utilize Realia, as they could just use the objects which they already possess.

To conclude, the way teachers can face the problems regarding the use of Realia is to conduct good preparation in advance. Also, it can start from deciding on the type of Realia which will be used, either it is living or non-living things. Besides, the teachers can get Realia from the objects which they already have in order to minimize the costs incurred from the use of Realia. For the reason, if there had not been not a good preparation, teachers will feel overwhelmed.

Review of Related Study

There are some studies which are related to this research about the use of Realia as the teaching media. However, the researcher only takes three studies related to this research. The first study was conducted by Bala (2015) entitled “The positive effect of Realia in EFL class”. This study was conducted at an English language teaching department of a private university in Iraq. The researcher used the quantitative method to gather the data. There were 42 students who were divided into two groups, and the researcher applied Realia only in one group. On his study, he found that the use of real objects in the classroom could provide experience to the students in learning, and can also make students understand the learning more quickly. This study elucidated an investigation based on a 20-question exam paper to see if the use of Realia could make the students succeed in the examination. Besides, the results showed that the students who learnt to use Realia tended to get good value compared to the students who did not use Realia. From the use of Realia, he found that the students learnt more comfortably using Realia. They also became more motivated when learning something new. Likewise, the kids found it easier to learn new materials.

The second study explored about the challenges or difficulties faced by the teachers. This study was conducted by Ningtyas Orilina Argawati (2009) entitled “The Effectiveness of Using Realia in Teaching English Vocabulary to 3rd Grade of Elementary School Students in SD BENTAKAN I BAKI SUKOHARJO”. In her study, she classified two problems faced by the students during the research project including the circumstance in which bringing the real objects into the class

was not always easy. If the material delivered was about the things in the class and parts of the body or stationery, then Realia could be used. Realia could be a teaching method if the objects were easy to find and bring into the classroom. However, if the material was about animals, professions, or fruit, it was difficult to use the media of Realia. Using Realia in the class could sometimes create disturbances in the class. For the reason, when the teachers showed their students and let them touch the objects, they could play by themselves.

In the third study, it had found the strategies on solving the challenges on the use of Realia. This study was conducted by Tasnubha Bably and Dil Nusrat (2017) on the survey about “Using Realia as an Effective Pedagogical Tool”. The survey was conducted at the University of Bangladesh with 15 levels of tertiary lecturers who had participated and taught for several years. Bably et al. (2017) found that there were a few strategies implemented by some teachers when using Realia as a lesson media. Those strategies included considering whether the use of such Realia was suitable for the students in accordance with their educational level and sorting out the materials could be accessed into the class, so it could not include the trouble when learning took place. Also, it should be ensured that learning materials with Realia had to run continuously and teachers should be wiser in choosing the objects of Realia to minimize the costs.

The three researches which had been spelled out used the quantitative methods in the retrieval of the data. Meanwhile, the research was conducted by the researcher using the qualitative approach, in which the researcher can attain the data through conducting in-depth interviews. For the reason, the researcher

conducted a live interview not based on the numbers of the parties concerned. The previous research had also focused on just one point. The first research only focused on investigating the positive effects of using Realia, and the second research focused solely on finding out the effectiveness of using Realia, and the third research focused solely on researching the research advantages and disadvantages. Meanwhile, in this research, the researcher discussed not only about the benefits and challenges of using Realia, but also the strategies which could be performed by the teachers to cope with the challenges. Thus, there were some aspects which made this research contrast with the previous studies.

Conceptual Framework

During the research on the use of Realia, apparently some advantages are found. For example, students may be more motivated to learn something new and also feel more comfortable while learning. In addition, other benefits that can be obtained by students is that it eases them to absorb new knowledge and lead to a more efficient learning.

In the study, some of the challenges faced by teachers when using Realia as a medium of instruction in the classroom are also found. Not all kinds of Realia can be used in the classroom. For example, when teachers would like to explain the material about the job description, the teacher could not bring the Realia into the classroom. This is because he or she would have to search for people who had different jobs. Other challenges for every teacher who used Realia as the teaching media include the possibility that students will be busy with their own activities

and most of them will play with the objects such as toys, that not all Realia can be used, and that the cost can be quite expensive. The last aspect is on the strategies to solve those problems which include having a good preparation when using these Realia, sorting out which objects can be used as media of Realia and which are not, and using the surrounding materials in order to minimize costs.

So, in principle, the use of Realia can be seen from the context of benefits, the challenges, and the strategies to overcome the challenges. This research aims to find out about the benefits, challenges, and strategies to solve those challenges that are found by English teachers at one elementary school in Yogyakarta. For that, the researcher will also attach a chart from the context which will be examined.

Figure 1

Conceptual Framework