# CHAPTER I

# INTRODUCTION

This chapter presents about basic explanation, problem statement, objective of research, scope of study, and significances of research. It includes some important things occur in research report.

## 1.1 Basic Consideration

In Learning English, there are four language skills should be mastered namely: listening, speaking, reading, and writing. Then, these language skills are divided into two parts they are **receptive skills** which consist of reading and listening and **the productive skills,** consists of speaking and writing skills. In this case, I emphasize my research on reading skill.

In reading, every student should understand the interpersonal, ideational, and textual meanings. This skill is important for the students because from this skill they will find out information and knowledge. By reading books, students will be able to answer questions given by teachers.

According to Muaka at al (2003: 21) reading is a skill that will empower everyone who learns it. They will be able to be benefit from the store of knowledge in printed materials and ultimately to that knowledge. In other words, reading is a language skill that considers the readers' knowledge in understanding some kinds of text.

In reading activity, students can get various sources. The students who want to get new information about all of things in the world, they can read them from the text book. For instance, those are reading newspaper, magazine, and article, etc. Through reading they get knowledge and can answer of question on the text. So the students need to have a skill because it really helps them to grasp the meaning of the text.

Based on the curriculum of SMP especially for the eighth grade, there is stated that the competence standard is the students have to understand the meaning of short functional text and simple essay in form of recount, narrative in the daily life context. Then the basic competence is the students are able to respond the meaning of the short functional text formally and informally written language accurately, acceptable, fluently in daily life context. So, the students must be able to master and understand reading comprehension which is getting all information on the text. In this case, students not only read the text, but also can catch the meaning of the text.

The using of media in teaching reading should be appropriate with the materials because there are many kinds of media that could be selected by teacher to teach the students. The selection of media is one important thing for a teacher to make the students interested in learning material. By giving them real example, for instance invitation letter such as for birthday party, it is easy for the students to understand the material of inviting someone, because they always find the birthday party letter in their life. Then, the teacher guides the students to understand the ideas that contain in the invitation letter. The using of real thing in their life can help the

teacher convey the meaning of the material to the students. The real life thing such invitation letter is called *realia*.

According to Ardiana (In Gobel, 2007:21) "real object is also called '*realia*'. It is a real thing in actual or concrete forms such as people, animals, plats, etc." Moreover, realia becomes real thing around the students' educational environment that is used to help the students easier in getting information such in reading a short functional text.

Zukowski-Faust (In Otoluwa, 2007) states realia is a concrete object in daily life. Realia is a kind of media which can be found in daily life. The application of realia in teaching and learning process is like the use of the things around the environment to make the students closer to the material in analyzing a text in the book, reading, and generating ideas from a text in the news paper or magazines, watching and discussing a TV program or a movie, classroom presentation, etc. By using realia, the teacher can give more information that the students should know, related to the materials that the teacher explain to the students. The students understand the material easier, because the example given is closer to their own lives.

Furthermore, the teacher should create a creative and effective learning to make the students interested in learning the material. In fact, some of schools in the village do not use media in teaching because of the limited material in making media. For example, after I observed at SMP Negeri 1 Asparaga, the teacher has taught the students manually by explaining the material. It is difficult for the students to learn without media. As a result, the students only imagine what they were learning, they

saw law interest. It would be different from the students who learn with material and it is realia, they saw their authentic learn English and they have ability to answer the question by the teachers. The teacher who did not use realia, realize that the things around them can be used in teaching and learning process.

Based on the explanation above, I would like to use of realia in teaching and learning process in order to know the students' learning achievement.

## 1.2 Problem Statement

Based on some explanations above, I formulate my problem statement as *"Can realia influence the students' learning achievement in reading short functional texts?"*

## 1.3 Objective of Research

The objective of this research is to find out whether the using of realia can influence students' learning achievement in reading short functional texts.

## 1.4 The Scope of Research

In this research, I focus to the influence of realia towards students' learning achievement in reading short functional texts especially short message service, invitation letter and announcement.

**1.5  The Significances of Research**

The significances of this research are:

1. To give information to students by using realia for helping them learning English easier.

2. To give information for teachers about how to choose proper realia in teaching process, especially in teaching English.

3. As a description to the teachers about the condition of students' learning achievement in English by using realia.

4. As a reference or new insight for other researchers about the influence of realia toward the students' learning achievement in English.

5. It can be reference for English Department about the influence of realia toward the students' learning achievement in English.