THE USE OF REALIA IN TEACHING SPEAKING

(An Experiment Study at the First Year of Senior High School PGRI 3 Jakarta)

A 'Skripsi'

Presented to the Faculty of Tarbiyah and Teachers' Training

in Partial Fulfillment of the Requirements

for the Degree of S.Pd. (Bachelor of Arts) in English Language Education

By:

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DEPARTMENT OF ENGLISH EDUCATION

THE FACULTY OF TARBIYAH AND TEACHERS' TRAINING

STATE ISLAMIC UNIVERSITY

SYARIF HIDAYATULLAH

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ENDORSEMENT BY THE EXAMINATION COMMITTEE

The examination of Faculty of Tarbiyah and Teachers' Training certifies that the "skripsi" (Scientific Paper) entitled "The Use Of Realia In Teaching Speaking (An Experiment Study at the First Year of Senior High School PGRI 3 Jakarta), written by Muhamad Nugroho, NIM: 203014001604 was examined in the examination session of the Faculty of Tarbiyah and Teachers' Training, Syarif Hidayatullah State Islamic University Jakarta on August 6th, 2010. The "Skripsi" has been accepted and declared to have fulfillment one of the requirements for the degree of S.Pd. in English Language Education in Department of English Education.

Jakarta, August 6th, 2010

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In the name of Allah, the Beneficent the Merciful

All praise be to Allah, Lord of the world who has bestowed upon the writer in completing this skripsi. Peace and blessing be upon to our prophet Muhammad SAW, his household, his companions, and his faithful followers.

The writer would like to say his great honor and deepest gratitude to his beloved parents Amat Sularso, AMa and Sri Misriyah, AMa, his lovely sisters, Nurdiah Handayani S.E and Putri Marjanul Jannah, and his lovely wife, Susilawati S.Pd who always gives their love, support, motivation, and advice to finish his study.

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Jakarta, June 7th 2010

The Writer

ABSTRACT

Muhamad Nugroho. 2010, **The Use of Realia in Teaching Speaking,** Skripsi, English Departement, the Faculty of Tarbiyah and Teachers' Training, Syarif Hidayatullah State Islamic Universisty Jakarta.
Advisor: Dr. H. Atiq Susilo, MA

Key Words: Teaching Speaking and Realia

Today, communication becomes not only as a base of social interaction, but also improve largely that modern society can survive. With communication, human can understand other people, society, and other ethnic group. So, for this human need a tool to get it called "language".

The objective of this "research" is to make students are able to be interactive in their English learning process. And, make them easy in their English communication in their classroom. According to Brown and Yule the intention of speaking is that student should be able to 'express themselves' in the target language, to cope with basic interactive skills like exchanging greeting and thanks, apologies, and to express 'his needs', request information, service, etc.,

In this study, the writer will take quantitative method which the writer makes comparative method. It means the writer make experiment of teaching speaking by using realia (experiment class) and without realia (control class) to the first students of SMA PGRI 3 Jakarta, then he gives them speaking test (pre test & post test). After that, he and the English teacher take their score. The aim of this research to prove: Is there any significant influence of using realia in teaching speaking in the first year of senior high school of SMA PGRI 3 Jakarta?

After getting data from pre test and post test of both classes, the writer analyses and process by using statistic calculation of the t-test formula with significance degree 5% and 1%. According to the test of result of statistical calculation is obtained that t_o (t observation) is higher than t_t (t table) (2.02 <5.30>2.7). It means that there are any significant influences between students' achievement in learning speaking by using realia and without realia.

Based on the finding research , it can be concluded that the use of realia is effective and applicable in teaching speaking at the first year of SMA PGRI 3 Jakarta

ABSTRAK

Muhamad Nugroho. 2010, **The Use of Realia in Teaching Speaking,** Skripsi, Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Syarif Hidayatullah Jakarta.
Advisor: Dr. H. Atiq Susilo, MA

Kata Kunci: Teaching Speaking and Realia

Sekarang ini, komunikasi tidak hanya merupakan dasar interaksi sosial. Tetapi juga merupakan sebuah peningkatan yang meluas untuk para masyarakat modern untuk mempertahankan hidup. Dengan komunikasi, orang bisa saling mengerti dengan yang lainnya, masyarakat, dan sekelompok etnik lainnya. Jadi,untuk alasan inilah manusia membutuhkan sebuah alat yang disebut "bahasa".

Tujuan dari penelitian ini adalah untuk membuat siswa bisa menjadi aktif dalam proses belajar. Dan, mereka merasa lebih mudah dalam berkomunikasi bahasa Ingris dikelas mereka. Sesuai dengan yang dikatakan Brown dan Yule bahwa konsentrasi materi speaking adalah bahwa siswa mampu megekspresikan dirinya sendiri dalam bahasa target (bahasa Ingris) agar bisa berkomunikasi interaktiv bahasa-bahasa dasar seperti saling bertegur sapa, dan berterimakasih, meminta maaf, dan mengexpresikan kebutuhannya, meminta informasi, dan juga pelayanan, dll..

Dalam skripsi ini, penulis mengambil metode kuantitatif dimana penulis membuat metode perbandingan. Ini berarti, penulis membuat percobaan pengajaran berbicara dengan menggunakan realia (kelas percobaan)dan tanpa realia (kelas control) kepada siswa kelas X SMA PGRI 3 Jakarta, kemudian penulis memberikan siswa tersebut speaking test(pre test dan post test). Setelah itu, penulis dan guru bahasa Inggris sekolah siswa tersebut mengambil nilainya. Kemudian, penulis membandingkan nilai antara yang diperoleh dari kelas percobaan dan kelas kontrol. Tujuan penelitian ini untuk membuktikan: Apakah ada perbedaan pengaruh yang signifikan antara pembelajaran berbicara dengan menggunakan realia di kelas X SMA PGRI 3 Jakarta?

Setelah mendapatkan data dari pre test dan post test dari kedua kelas tersebut, penulis menganalisa dan memprosesnya dengan menggunakan perhitungan statistic t-test dengan perbedaan tingkat 5% dan 1%. Menurut hasil test penghitungan statistik diperoleh bahwa t_o (t penelitian) itu lebih tinggi dari pada t_t (t tabel) (2.02<5.30>2.7). Ini berarti bahwa ada perbedaan pengaruh yang signifikan antara hasil prestasi siswa dalam pengajaran berbicara dengan menggunakan realia dan tanpa realia.

Berdasarkan hasil dari penelitian ini, dapat disimpulkan bahwa menggunakan realia itu efektif dan dapat diterapkan pada pengajaran berbicara pada siswa kelas X SMA PGRI 3 Jakarta.

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CHAPTER I
INTRODUCTION

A. Background of the Study

Nowadays, English is getting more important roles in our life including Indonesia. Therefore, Indonesian government has decided that English is one of subject curriculums in Indonesian school. It becomes a local content in Elementary School, a compulsory subject in Junior and Senior High school and a complementary subject of the higher education institution. This is hoped that Indonesian student can master English.

In learning English, there are four skills that need to be mastered by students. They are listening, speaking, reading and writing. Listening and reading are receptive skills and speaking and writing are productive skills.[1] The four skills are important. But, of all the four skills, speaking seems intuitively the most important.[2]

Moreover, Jack C. Richard and Willy A. Renandya state "speaking is one of the central elements of communication in EFL (English as a Foreign Language) teaching; it is an aspect that needs special attention and instruction".[3]

Meanwhile Nessa Wrifson & Elthon Jadd state "speaking is seen as the most important instrument of communication. People use it almost constantly. Speech is the basic language activities by which people relate themselves to one another. There is a great need in this day for speech skill that goes

[1] Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (Cambridge: Cambridge University Press, 1991), p. 147.

[2] Penny Ur, *a Course in Language Teaching*, (Cambridge: Cambridge University Press, 1996), p.120.

[3] Jack C. Richards And Willy A. Renandya, *Methodology in Language Teaching Anthology of Current Practice*, (Cambridge: Cambridge University Press, 2002), p.210.

beyond the individual, because it enables him to live as a man among men not only part of them."[4] Yet for many people speaking is seen as central skill.[5]

Speaking means a lot in communication. Because through speaking, people can communicate directly and others can grasp and give response in a short time. In addition, Nunan states that people must master the art of speaking is the single most important aspect of learning a second or a foreign language, and success is a measured in terms of the ability to carry out a conversation in the target language. Generally, we cannot have our lives without doing some speaking activities with others.

Nevertheless, many problems that found by the teacher in teaching speaking, because like Brown and Yule state " teaching the spoken language is the most difficult problem much more than the other skill (reading, listening and writing). [6]

As the writer's observation at the first grade of Senior High School of SMA PGRI 3 Jakarta, the writer found that the students difficult to talk English. The writer found:

1. When the writer invite them to speak English, some of them didn't understand and they were just silent.
2. The writer found that they were afraid of making mistakes when they speak English both in structuring and in pronouncing the words.
3. Moreover, it can make the students lose their self confidence.

One of those speaking problem above is caused by unsuitable method and technique. As said by William F. Mackey, "the method used has often been said to the cause of success or failure in language teaching. For it is ultimately the method that determine the what and the how of language

[4] Nessa Wifson & Elthon Jadd, *Sociolinguistic & Language Acquisition Series: an Issue as a Second Language Research* (1983), p.19.

[5] Kathleen M. Bailey and Lance Savage, *New Ways in Teaching Speaking*, (Alexandria, Virginia, 1994). p. vii

[6] Gillian Brown and George Yule, Teaching the Spoken Language, (Cambridge: Cambridge University Press, 1983), p.25.

instructions.[7] Meanwhile Mulyanto says "Technique depends on the teacher, the imagination, his/her creativity and the condition of class. A certain problem can be solved with various techniques."[8]

English teachers should also be able to play their roles as facilitators and guidance for the students in their attempt to acquire the spoken language. An effective technique provides to the students in order not to be afraid of making mistakes when they speak is by creating the best and fun condition of learning.

There are many activities to make a fun activity in teaching speaking in the classroom. For example by using visual aids, one of them is realia. Simon Mumford says "Realia can be used to teach specific grammar points, drills and speaking."[9] Language teacher use realia in order to attract student's attention and facilitate them to understand the lesson better. Simon Mumford adds that realia can be used to create a dialogue and to tell story.[10]

Because realia is one of interesting visual aids in speaking activity which provide an opportunity for the students to practice English speaking skill, the writer would like to observe the application of teaching speaking using realia and to measure the success of using realia in speaking class.

B. Formulation of the Problem

Most of speaking problem relies on the students' ability to speak. The teachers have to find out a better technique to arouse their willingness to speak. One of the better techniques that can be used in teaching speaking is by using realia. So, the question arises from the statement is: Is there any significant influence of using realia in teaching speaking?

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[7] William F. Mackey, *Language Teaching Analysis*, (London: Longman and Co. Ltd, 1996), p. 138.

[8] Mulyanto Sumardi, *Pengajaran Bahasa Asing: Sebah Tinjauan Dari Segi Metodologi*, (Jakarta: Bulan Bintang, 1974), p.13.

[9] *http: //iteslj.org/ Techniques / Mumford- Realia, html,*2009, July, 11

[10] *http: //iteslj.org/ Techniques / Mumford- Realia, html,*2009, July, 11

C. Limitation of the Study

In this study, the writer limits her discussion on the influence of using realia in teaching speaking for the first year of SMA PGRI 3 Jakarta. The material lesson that can the writer choose by using realia are describe someone/ something (description) and how to make something (procedure). The writer chooses realia such as camera DSLR, laptop, mobile phone and some objects in the classroom.

D. Method of the Study

In order to measure how significant influence of using realia in improving students' achievement in speaking skill, the writer is going to used comparative technique. The writer observed two classes (experiment and control class) as subject of research. One class is taught by using realia and the other class is without realia (by using handout). In the beginning and the end of the experiment, the students' speaking achievement is tested by using the same instrument of speaking test. Then, the data of both classes were assessed and the results are compared by using statistical formula.

E. Significance of the Study

The significance of this writing might be:

- ☞ The writer is expected to be used as one of alternative techniques for English teachers to solve their students' anxieties in speaking English.
- ☞ The writer wants to know the students' achievement after learning speaking by using realia.
- ☞ The writer hopes that this research can give some more knowledge and contribution for the readers about the application of realia in teaching speaking.

F. Organization of the Study

This study consists of five chapters. Chapter one is introduction. It involves background of the study, formulation and limitation of the study, method and significance of the study and the last points is organization of writing.

Chapter two is theoretical framework. This chapter consists of three parts. Part A is speaking skill, which covers definition of speaking, goal of speaking, elements of speaking, kinds of speaking activities in class, the difficulties of speaking and assessment of speaking. Part B is realia. It covers definition of realia, use and the advantages of realia. Part C is the use of realia in teaching speaking

Chapter three is research methodology. This chapter contains of two Parts. Part A is describes of time and location of the research, population and sample, techniques of collecting data and techniques of data analysis. And part B is describes the description of data, the test of hypothesis and the interpretation of data analysis.

Chapter five consists of two part, they are: Conclusion and Suggestion. The Conclusion here took from the evaluation above in the chapter three.

CHAPTER II
THEORETICAL FRAMEWORK

A. Speaking

1. Definition of Speaking

Speaking is one of the types of composing in language. The type is swift, complicated, frequent and primary, because the language itself is a symbolic to use by communicators to construct and convey information.[1]

According to S.H. Burton and J.A. Humphries state that the main feature of speaking is the way in which the talkers allow one another to have their say by the series of signals, given by a tone of voice, a hand gesture or a facial expression. The speaker who has taken the active position to take the role makes a corresponding series of verbal responses. [2]

Speaking ability is an important aspect in learning a certain language, as Theodore Huebner states, "language is essentially speech, and speech is basically communication by sounds".[3]

Another definition of speaking is also given by Edward M. Stack (1996) that is sound production including training in correct positioning of the vocal organs and formation of linguistics habit through intensive practice.[4]

Referring to some definitions above, speaking is not only making sound by speech organs but ideas and emotions are also taking part in it. It is a complex skill requiring the simultaneous number of different abilities. As

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[1]Ronald Carter and MC Canthy, *Michael Exploring Spoken English*, (London: University Cambridge, Press 1997), p.124.

[2] S.H. Burton and J.A. Humpharies, *English Language*, (London: The Macmillan Press Ltd). , p. 13

[3] Theodore Huebner, *Audio visual Techniques in Teaching Foreign Language*, (New York: New York University Press, 1960), p.4

[4] Edward M. Stack, *the Language Laboratory and Modern Language Teaching*, (New York: Oxford University Press, 1966), p. 83

has been said by Mackey that speaking is the most complex of linguistic skill because it involve thought of what is to be said while saying what has been thought.[5]

2. Goal of Speaking

According to Brown and Yule the intention of speaking is that student should be able to 'express themselves' in the target language, to cope with basic interactive skills like exchanging greeting and thanks, apologies, and to express 'his needs', request information, service, etc., that is to say that speaking classes should be directed to communicative activity.[6] Harmer remarks, "Whatever activity the student is involved, if it is genuinely communicative and if it is really promoting language use, the student should have a desire to communicate". While the student is engage in the communicative activity, they can express him and his 'needs' with a variety of languages. When using a communicative activity, it is important to strive from the classroom in which students feel comfortable and confident, feel free to take a risk and have an opportunity to speak.

M. Rivers said that "to teach speaking, it is necessary to understand the process involved in speech. Through speech one express emotion, communicates intentions, react to the other persons and situations influence other human being".[7]

Meanwhile Donn Byrne in his book writes that the main goal in teaching the productive skill of speaking will be oral fluency. This can be defined as the ability to express oneself intelligibly, reasonably, accurately and without too much hesitation (otherwise communication may break down because the listener loses interest or get impatient).[8]

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[5] William F. Mackey , *Language Teaching Analysis* …p.263

[6] Gillian Brown and George Yule, *Teaching the Spoken Language*, (Cambridge: Cambridge University Press, 1983), p.

[7] Wilga M. Rivers, *Teaching Foreign Langauge Skill*, (Chicago: The University of Chicago Press, 1981), 2nd , p.90

[8] Donn Byrne, *Teaching Oral English*… p.67

From the goals of speaking above, the writer concludes the main goal of speaking is for communication. It includes speaking components. Either four or five components are generally recognized in analyses of the speech process:

a. Pronunciation (including the segmental features vowels and consonants and the stress and intonation patterns)
b. Grammar
c. Vocabulary
d. Fluency (the ease and speed of the flow of speech)
e. Comprehension (requires a subject to respond to speech as well as to imitate it)[9].

3. Elements of Speaking

Speaking is a skill of conveying words and sounds of articulation to express or to deliver ideas, opinions, or feelings'; speaking has some elements that have to be considered by any speaker as follow:[10]

a. Pronunciation (including the segmental features – vowels and consonants- and the stress and intonation patterns)

According to Martin Hewings, "pronunciation is a feature of speech". [11] That includes many components of speech which are combined together to form the pronunciation of language, such as sound, syllables, words and intonation. This particular component range from the individual sound that make up speech, to the way in which pitch, the rise and fall of the voice.

Pronunciation is considered as the ways in which language or a particular word is pronounced and it is a particular person's way of

[9] David P. Haris, *Testing English as a Second Language*, (Bombay: Tata McGraw- Hill Publishing Company Ltd, 1977), p. 81-82
[10] Shareesh Chauday, *Testing Spoken English*, English Teaching Forum, Volume 36, 1997, p.22
[11] Martin Hewings, *Pronunciation Practice Activities*, (London: Cambridge University Press, 2004), p.9

pronounce a word or words. To pronounce is to make the sound letter, word, etc. especially in the correct way.

b. Grammar

In definition of grammar, H. Douglas Brown states that, "Grammar is a system of rules governing the conventional arrangement and relationship of words in a sentence."[12]

In order to speak English well, especially in formal situation, the learners have to be mastered in grammar.

c. Vocabulary

Vocabulary is defined as the "words" in foreign language. Words are perceived as the building blocks upon which knowledge of a second language can be built. However, a new item of vocabulary maybe more than a single word. For example, *police man* and *father-in-law* which are made up of two or three words but express a single idea. There are also multi-word idioms such as *call it a day*, where the meaning of phrase cannot be deduced from an analysis of the word components.[13]

d. Fluency

This refer to the ability to talk with normal levels of continuity, rate and effort and to link ideas and language together to form coherent, connected speech. The key indicators of fluency are speech rate and continuity. The key indicators of coherence are logical sequencing of sentences, clear marking of stages in a discussion, narration or argument, and the use of cohesive devices,

[12] H. Douglas Brown, *Principles of Language Learning and Teaching*, Second Edition, (San Fransisco: State University, 2001), p. 36

[13] Penny Ur, *A Course in Language Teaching: Practice and Theory*, ... p. 60

for example; connectors, pronouns and conjunction within and between sentences.[14]

e. Comprehension

The last speaking element is comprehension. Comprehension can make people getting the information they want. It is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what situation is really like.

4. The kinds of Speaking Activities In Class

When we talk about the types of speaking activity, we firstly consider the aim of activity. Is it to improve learners' accurate use of English or to improve learners' fluency in English? The distinction between accuracy and fluency aims is important here to divide the activity into two types: Accuracy-based activity or Oral Accuracy Practice and Fluency-based activity or *Oral* Fluency Practice.[15]

Accuracy practice is usually based on the substitution of elements in a pattern. Nowadays it is usually kept brief or given a communicative element, typically some form of information gap (one person knowing something the other does not). It may be mechanical an extensive in large groups. Even then attractive topic and lively handling can make it fun, but effective cues and nomination of learners are vital. In general, varied topics, activities, interactions (including pair work) are important in accuracy practice.

In fluency practice, the learners' attention is emphasized on the information they are communicating than on the language itself. Fluency practice usually combines new items of other language as preparation for the use of the new items in conversation, even if with some errors. The language use may be guided by dialogue scripts or by materials such as picture and

[14] Rebecca Highes, *Teaching and Researching Speaking* , (Longman: 2002), p. 86

[15] Paul Davis and Erit Pearse, *Success in English Teaching,* (New York: Oxford University Press, 2000), p. 57

forms, but information gap and some freedom for the learners to decide exactly what they say are essential in fluency practice.[16]

There are so many kinds of speaking activities, such as:

a. Extended individual contribution. It needs to be confident, fluent and interesting to do well, and be clear about the audience will want to listen to.

b. Drama activity. This could include all sorts of things but probably not acting the script. It will need to able to stay in role, developing the character and keeping audience interest.

c. Group discussion. It will need to make a full and positive contribution to the discussion having a plenty to say but being aware of other's people's need to contribute too.

d. One-to-one (interpersonal) for example: conversation, dialogue, and interview.

e. One-to-a-few (small group) for example: talking in a circle, guided discussion, group talk, discussion group, responses circle seminar and meeting.

f. One-to-many (public speaking) for example: Question and answer, panel discussion, business meeting, speech or presentation, debate, role play, storytelling, readers theater, improvisation, coral reading, introduction, and toast.

g. There is a right to expect the presentation, models to be acceptable as exponents of communicative function. In other words, it is believed that presented be used for a communicative approach.[17]

[16] Paul Davis and Erit Pearse, *Success in…* p. 58
[17] *www. Type of Speaking.com, April 28, 2010*

5. The difficulties of Teaching Speaking

Penny Ur describes some problems in speaking activities in her book as follows:

a. Inhibition. Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience.
b. Nothing to say. Even if they not inhibited, you often hear learners complain that they cannot think of anything to say; they have no motive to express themselves beyond the guilty feeling that they should be speaking.
c. Low or uneven participation. Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time.
d. Mother-tongue use. In classes where all.[18]

On the other hand, she classified some characteristics of a successful speaking activity, as follow:

a. Learners a talk a lot. As much as possible of the period of time allotted the activity is in fact occupied by learner talk.
b. Participation is even. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.
c. Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.
d. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of acceptable level of language accuracy.[19]

The characteristics of both difficulties and successful speaking are very contradictive, it needs a comprehensive cooperation between teacher and students themselves in order that they can help each other to express their idea and act it out, because when they feel comfortable in class activities they would have the same opportunity to practice their language a lot. As time goes by, their ability in speaking will improve by the process they engage.

[18] Penny Ur, *A Course in Language Teaching* … p. 121
[19] Penny Ur, *a Course in Language Teaching,*…p.120

The difficulties of speaking can be reduced by using the suitable method for the students. So, it will be a challenging task for the teacher to create a comfortable atmosphere and help the students' ability through many kinds of techniques which is suitable for their level. With comfortable atmosphere in speaking the students would able to express their ideas.

6. Assessment of Speaking

For most people, assessing speaking test is the most complex and challenging of all language exams to prepare, administer and determine the score. Many teachers find the difficulties of measuring the speaking skill and often feel uncomfortable when handling speaking test since it is often difficult to be objective when testing a students; Moreover in a large number of students. But it doesn't mean that speaking cannot be measure in correct a way.

The writer has found several resources that explain about measuring oral communication test and its technique. According to The Foreign Service Institute, oral testing can be done by interview. The interview normally doesn't take more than thirty minutes. Oral interview usually use tape recorder for validity studies. There are five points of scales defined the main objective of the oral interview to determine the level of speaking proficiency in order those students:

a. *Able to satisfy routine travel needs and minimum courtesy requirements.* Can ask and answer questions on topics very familiar to him; within the scope of his very limited language experience; can understand simple question and statements.
b. *Able to satisfy routine social demands and limited work requirements.* Can handle with confidence but not with facility most social situations including introductions and casual conversations about the current even, as well as work, family, and autobiographical information.
c. *Able to speak language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversation on practical, social, and professional topics.* Can discuss particularly interest and special field of competence with reasonable

ease; comprehension is quite complete for a normal rate of speech; vocabulary is broad enough that he rarely as to grope of word; accent may be obviously foreign; control of grammar good; errors never interfere with understanding and rarely disturb the native speaker.

d. *Able to use the language fluently and accurately on all levels normally pertinent to professional needs.* Can understand and participate in any conversation within his range of experience; can respond appropriately even in unfamiliar situations; error of pronunciation and grammar quite rare.

e. *Speaking proficiency equivalent to that of an educated native speaker.* Has completely fluency in the language such speech on all level is fully accepted by educated native speakers.[20]

Meanwhile, Heaton said that an excellent way of testing speaking is the oral interview that can be assessed in natural situation like asking students to give personal details.[21]

In addition, David P. Harris said that there some categories of oral tests, namely:

a. Relatively unstructured interviews, rated on a carefully constructed scale.

b. Highly structured speech samples (generally recorded), rated according to very specific criteria.

c. Paper-and-pencil objective tests of pronunciation, presumably providing indirect evidence of speaking ability.[22]

Grading score of assessing speaking test is the next step to do. The writer has found several books resources that presented the sample of various sample of oral test rating scale.

Harold S. Madsen in his book said that there are five criteria in evaluating speaking skill; they are comprehension, pronunciation,

[20] John W. Oller, Jr., *Language Tests at School: A Pragmatic Approach,* (London: Longman Group Limited, 1979), p.320.

[21] J.B. Heaton, *Classroom Testing,* (New York: Longman Group, 1990), p.65.

[22] David P. Haris, *Testing English as a second language,*(New York: Tata McGraw Hill Publishing Company Ltd, 1969) p. 83.

grammar and word order, vocabulary, and general speed and sentence length with grading scale between 0-5 points.[23]

Like Madsen, David P Haris in his book, Testing English as a Second Language, examined rating scale in five point range.

J.B. Heaton states in his book that there are five components with six points range of rating speaking test scale, six points scale is used in order to avoid a middle level.[24]

The writer quoted one of the ways in grading speaking scale used by Madsen and Harris. It is the most applicable in our speaking rating system since we would have 1 - 10 or 10 - 100 range points. Like Madsen, Harris has categorized five component in analysis of speech process that are pronunciation, grammar, vocabulary, fluency (the case and speed o the flow of speech), and comprehension, besides that a six point scale is also frequently used, it becomes difficult to compare mutually exclusive behavioral statements for each level of the scale.[25]

All good speaking tests must be rated by the following criteria. David P Harris said:

Table 2.1

Five Component of Grading Speaking Scale

Element of Speaking	Note	Score
Pronunciation	☞ Have a few traces of foreign accent.	5
	☞ Always intelligible, though one is conscious of a definite accent	4
	☞ Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.	3
	☞ Very hard to understand because of pronunciation problems. Most frequently is asked	2

[23] Harold S. Madsen, *Techniques in Testing*, (New York: Oxford University Press, 1983), p. 168.

[24] J.B.Heaton, *Classroom Testing*, ….p.71

[25] David P. Harris, *Testing English* … p.84.

	to repeat. ☞ Pronunciation problems to severe as to make speech virtually unintelligible.	1
Grammar	☞ Makes few (if any) noticeable errors of grammar or word order. ☞ Occasionally make grammatical and/or word order error which do not, however, obscure meaning. ☞ Makes frequent errors of grammar and word order which occasionally obscure meaning. ☞ Grammar and word-order errors make comprehension difficult. Must often rephrase sentences and /or restrict him to basic patterns. ☞ Errors in grammar and word order as severe as to make speech virtually unintelligible.	5 4 3 2 1
Vocabulary	☞ Use of vocabulary and idiom is virtually that of a native speaker. ☞ Sometimes uses inappropriate terms and/ or must rephrase ideas because lexical inadequacies. ☞ Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary. ☞ Misuse of words and very limited vocabulary make comprehension quite difficult. ☞ Vocabulary limitation so extreme as to make conversation virtually impossible.	5 4 3 2 1
Fluency	☞ Speech as fluent and effortless as that of a native speaker. ☞ Speed of speech seems to be slightly affected by language problems. ☞ Speed and fluency are rather than strongly affected by language problems. ☞ Usually hesitant; often forced into silence by language limitations. ☞ Speech is as so halting and fragmentary as to make conversation virtually impossible.	5 4 3 2 1
Comprehension	☞ Appears to understand everything without difficulty. ☞ Understands nearly everything at normal speed, although occasional repetition maybe necessary.	5 4

	☞ Understands most of what is said slower-than-normal speed with repetitions. ☞ Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions. ☞ Cannot be said to understand even simple conversational English.	3 2 1

B. Realia

1. Definition of Realia

Realia is real life objects that enable students to make connections to their own lives. Finnochiaro assumed that students understand and retain the meaning of a word better when they have seen or have touched some object associated with it.[26]

In language teaching, realia are actual objects, which have a purpose outside the classroom and can be used in the classroom. Meanwhile In the TEFL classroom, the word realia means using real items found in everyday life as an aid to teaching English.[27]

In education, realia are objects from real life used in classroom instruction by educators to improve students' understanding of other cultures and real life situations. A teacher of a foreign language often employs realia to strengthen students' associations between words for everyday objects and the objects themselves. In many cases, these objects are part of an instructional kit which includes a manual and is thus considered as being part of a documentary whole by librarians.[28]

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[26] Peter Hubbard, et, al, *A Training Course for TEFL*, (New York: Oxford University Press, 1983), p. 115

[27] *www.onestopenglish.com, April 22,2010*

[28] *http://en.wikipedia.org/wiki/Realia_(education) 29/03/2010*

Realia is actual objects and items which are brought into a classroom as examples or as aids to be talked or written about and used in teaching. [29]

Realia consists of actual objects or items, which are used in the classroom to illustrate and teach vocabulary or to serve as an aid to facilitate language acquisition and production.[30]

Based on the definition above the writer can be concluded that realia is one of visual media which can be touched and seen to serve to facilitate for teaching to understand real life situation.

For example, take the word “biscuit” the probability of remembering it becomes much higher after experiencing the taste, touch and smell of the object. Realia doesn't have to be limited to food or drink. Besides that, the students can make description about the word. “Timetables, tickets, newspapers, clothe... in fact any object you can think of can be used as a teaching aid.

Bringing realia into English lessons is a great icebreaker, and serves as a useful tool to prompt conversation. It also takes some of the attention and pressure off you by concentrating the students' minds on the object and word in question.

Many students have had bad experiences of learning English at school, and often remember their English lessons as being dull and repetitive as the writer’s found in SMA PGRI 3 Jakarta. Using realia and other visual aids will generate interest and help create an atmosphere conducive to learning.

If you are going to teach English to young children, realia is a must. Young children are at the perfect age to learn a language and as visual learners; you should try to tap into their natural creativity. Bring in fruit, vegetables and lots of toys. Children love to role-play and enjoy playing

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[29] Platt Richard & Platt,”Language Teaching & Applied Linguistics. Longman: 1992. Essex.)

[30] *http://www.usingenglish.com/weblog/archives/000228.html / 30, 03, 2010*

games, so ask them to move animals onto tables, under tables, or around the farmyard. Make up simple stories using toy animals or puppets, and children will enjoy their English lessons, and be motivated to learn.

2. Use of Realia

Using realia in the EFL classroom serves to foster a more creative and active teaching-learning environment and promotes cultural understanding.[31]

By presenting information through diverse media, realia helps to make English language input as comprehensible as possible and to build "an associative bridge between the classroom and the world".

Simon Mumford says “Realia can be used to teach specific grammar points, drills and speaking.”[32]

There are several uses of real object, as follows:

a. Uses for presenting vocabulary
b. Uses or presenting new structures.
c. To help students get into character when acting out a dialogue or doing role play.
d. As props for dialogues or role play.
e. Aids for various games.[33]

Using realia stimulates the mind, and is one way of encouraging creativity by involving the senses. Realia saves time, as recognition of an object is immediate and so cuts out the need for lengthy explanations and drawing funny pictures on the board. Elicitation becomes much easier and holding up the object with a raised eyebrow will usually result in the desired word being spoken.

According to the writer “using realia helps to make English lessons memorable by creating a link between the objects and the word or phrase they represent”.

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[31] *http://www.usingenglish.com /archives/000228.html / 30, 03, 2010*
[32] *http: //iteslj.org/ Techniques / Mumford- Realia, html*,2009, July, 11
[33] Peter Hubbard,et, al,*A Training Course for TEFL* …P.114.

3. The Advantages of Using Realia

As English teachers, the use of realia is only limited by your imagination. It is possible to use realia to teach almost any subject. Realia breathes life into new vocabulary, and the chances of your students remembering the new words you have taught them increases. Take the word biscuit: the probability of remembering it becomes much higher after experiencing the taste, touch and smell of the object. Realia doesn't have to be limited to food or drink. Timetables, tickets, newspapers, clothes... in fact any object you can think of can be used as a teaching aid.

Some of Advantages of Using Realia are:

- Lesson which is presented to be meaningful a clear for the students.
- Teaching and learning method are various
- The students become more creative to do various activities.
- To create an interesting learning atmosphere.

The main advantage of using real objects into the classroom is to make the learning experience more memorable for the learner.[34]

C. The Use of Realia in Teaching Speaking

Warmer

The teacher takes out the object that the teacher is brought, like camera, laptop, mobile phone, etc. Then the teacher gives the question to the students “what is this?”, then he asks “can you describe it”, “can you operate it?”

Stage One

The teacher gives explanation about procedure and descriptive. Then the teacher divides the students into groups of three or four. They have to discuss “how to operate/ do” and “describe” those objects. After that, at the end, they have to present in front of the classroom.

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[34] *http: //iteslj.org/ Techniques / Mumford- Realia, html,*2009, July, 11

Stage Two

Circulate and monitor the groups while they are doing the speaking activity. Set a time limit (10 minutes is usually enough, but let it go on longer if they get into it). The activity works better if each group has some or all of the objects so that they can touch and handle them.

Stage Three

Ask each group to present their ideas to another group. At the end, the teacher checks their mistake and gives reward for the best performance.

The writer found the advantages of using realia in teaching speaking when he held research are:

- ☞ Give the English teacher new atmosphere in learning English, especially speaking. The technique can improve the student's understanding and using realia because students have an interesting, funny and enjoyable way in learning speaking.
- ☞ It is also help the students to overcome their difficulties toward learning speaking. While in the current method is presented in the teacher just more speak without gives some media until make the students difficult to understand. The teacher just asks the students to read dialogue that shown in their text book and they have to perform it in front of their friends. This by using realia, learning speaking is make the students' understand what the teacher spoke or their friends spoke based on the writer's research.

CHAPTER III
RESEARCH METHODOLOGY AND FINDINGS

A. Research Methodology

1. Place and Time of Research

a. Time of the Research

The writer held the research from May 17 - 29, 2010. The writer held an experiment by applying the use of realia in teaching speaking.

b. Location of the Research

The writer held the research at the first grade students of SMA 3 PGRI which was located on Jl. Pondok Labu no.29 Pondok Labu Cilandak-Jakarta Selatan, Tlp. 0217650039.

2. Population and Sample

The subject of the experiment research is the first grade students of SMA 3 PGRI. There are two classes (experiment and the control class). X-1 is as experiment class and X-2 is as control class. XI consists of 29 students and X-2 consists of 25 students.

The samples of research are 20 students for experiment class and 20 students for control class. The writer chooses the sample by random sampling.

3. Technique of Collecting Data

Collecting data is an important thing in this research that can be determined. The techniques of collecting data used in this research are:

1. Pre-test

The pre-test for the students is carried out to get their score. The students have to present procedure and descriptive orally.

2. Try out

The writer begins to teach procedure and descriptive by using realia to experiment class and without realia to control class.

3. Post-test

The post-test is given by asking students to present procedure and descriptive orally.

The result of pre-test and post-test are collected and compared.

4. Technique of Data analysis

To analyze the data, the writer uses comparative technique. The writer compares the score between experiment class and control class. This case we also called as processing data. Data processing is the last step to know the result of both the experiment class and control class and their difference.

After getting data from pre test and post test, they are analyzed and processed by using statistic calculation of the t-test formula with significance degree 5% and 1%. The formula as follows:[1]

$$to = \sqrt{\frac{(\sum x1^2 + \sum y2^2)(N_1 + N_2)}{(N_1 + N_2 - 2)(N_1.N_2)}}$$

M_1 = Mean Score of Experiment Class

M_2 = Mean Score of Control Class

$\sum x1^2$ = Sum of Square Deviation Score in Experiment Class

$\sum x2^2$ = Sum of Square Deviation Score in Control Class

N_1 = Number of Students of Experiment Class

N_2 = Number of Students of Experiment Class

df = Degree of Freedom

[1] Drs. Anas Sudjono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Perkasa, 2002),p.297.

B. Research Findings

1. The description of data

To know the results of the tests (pre test and post test) the writer makes the table of students score from both classes (experiment class and control class).

The following table is the result of the students in Control Class without realia in teaching speaking.

Table 3.1

The Result of the Students in Control Class

No	Pre Test	Post Test	Gain
1	60	70	10
2	50	55	5
3	50	60	10
4	60	70	10
5	60	65	5
6	55	57	2
7	50	60	10
8	60	63	3
9	60	70	10
10	55	63	8
11	50	58	8
12	60	70	10
13	72	75	3
14	60	63	3
15	50	50	0

16	50	60	10
17	50	55	5
18	53	55	2
19	50	55	5
20	60	62	2
N=20	**1118**	**1236**	**121**

Based on the table above, the writer concludes that the score of the pre-test and post-test of Control Class average score 55.75 for pre test 61.8 of post test and 6 for gain score.

The following table is the result of the students in Experiment Class using realia in teaching speaking.

Table 3.2

The Result of the Students in Experiment Class

No	Pre Test	Post Test	Gain
1	60	75	15
2	62	65	3
3	50	65	15
4	63	63	0
5	60	70	10
6	50	65	15
7	52	55	3
8	50	68	18
9	65	70	5
10	62	75	13

11	50	62	12
12	60	68	8
13	65	75	10
14	50	62	12
15	52	65	13
16	60	65	5
17	50	60	10
18	70	70	0
19	50	60	10
20	60	75	15
N=20	**1141**	**1333**	**192**

Based on the table above, the writer concludes that the score of the pre-test and post-test of Experiment Class average score 57.05 for pre test 66.65 of post test and 9.6 for gain score.

Afterwards, the next table is the result calculation of the post tests both Experiment class by using realia in teaching speaking and Control Class without realia in teaching speaking.

Table 3.3

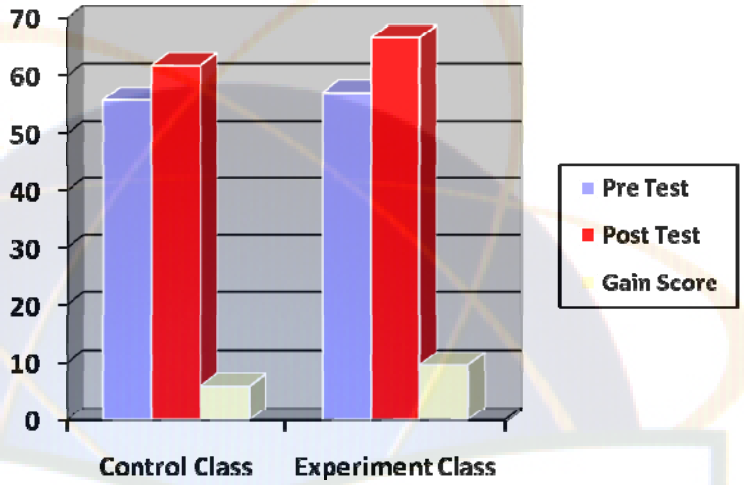
The Result of the Post Test Both Experiment Class and Control Class

No	**X**	**Y**	**X**	**Y**	**X^2**	**Y^2**
1	15	10	+5.4	+3.95	29.16	15.6025
2	3	5	-6.5	-1.05	42.25	1.1025
3	15	10	+5.4	+3.95	29.16	15.6025

No	X	Y	X	Y	X^2	Y^2
4	0	10	-9.6	+3.95	92.16	15.6025
5	10	5	+0.4	-1.05	0.16	1.1025
6	15	2	+5.4	-4.05	29.16	16.4025
7	3	10	-6.5	+3.95	42.25	15.6025
8	18	3	+8.4	-3.05	70.56	9.3025
9	5	10	-4.6	+3.95	21.16	15.6025
10	13	8	+3.4	+1.95	11.56	3.8025
11	12	8	+2.4	+1.95	5.76	3.8025
12	8	10	-1.6	+3.95	2.56	15.6025
13	10	3	+0.4	-3.05	0.16	9.3025
14	12	3	+2.4	-3.05	5.76	9.3025
15	13	0	+3.4	-6.05	11.56	36.6025
16	5	10	-4.6	+3.95	21.16	15.6025
17	10	5	+0.4	-1.05	0.16	1.1025
18	0	2	-9.6	-4.05	92.16	16.4025
19	10	5	+0.4	-1.05	0.16	1.1025
20	15	2	+5.4	-4.05	29.16	16.4025
N=20	**∑192**	**∑Y=121**	**∑x=0**	**∑y=0**	**$\sum x^2$=536.18**	**$\sum y^2$=234.95**

Figure : 3.1

Diagram of the Figure Pre Test, Post Test and Gain Score of Control Class and Experiment Class



It shows that the score of both classes are on average level, it means that the student's achievement in learning speaking by using realia is generally high, though there are differences in minimum and maximum standard of each class, the table shows the experiment class has higher standard.

From the table above the writer gets the calculation using that test formula;

a. Determining mean 1 with the formula:

$$M_1 = \frac{\sum x}{N} = \frac{192}{20} = 9.6$$

b. Determining mean 2 with the formula:

$$M_2 = \frac{\sum y}{N} = \frac{121}{20} = 6.05$$

c. Determining the standard of deviation of variable 1:

$$SD_1 = \sqrt{\frac{\sum x^2}{N}} = \sqrt{\frac{536.18}{20}} = \sqrt{26.809} = 5.18$$

d. Determining the standard of deviation of variable 2:

$$SD_2 = \sqrt{\frac{\sum y^2}{N}} = \sqrt{\frac{234.95}{20}} = \sqrt{11.74} = 3.42$$

e. Determining the standard error mean of variable 1:

$$SE_{M1} = \sqrt{\frac{\sum x^2}{N-1}} = \sqrt{\frac{5.18}{20-1}} = \sqrt{\frac{5.18}{19}} = \sqrt{0.27} = 0.52$$

f. Determining the standard error mean of variable 2:

$$SE_{M2} = \sqrt{\frac{\sum x^2}{N-1}} = \sqrt{\frac{3.42}{20-1}} = \sqrt{\frac{3.42}{19}} = \sqrt{0.18} = 0.42$$

g. Determining the standard error mean difference of M_1 and M_2:

$$SD_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2} = \sqrt{0.52^2 + 0.42^2}$$
$$= 0.2704 + 0.1764 = \sqrt{0.4468} = 0.67$$

h. Determining t_o with the formula:

$$t_o = \frac{M_1 - M_2}{SE_{M1-M2}} = \frac{9.6 - 6.05}{0.67} = \frac{3.55}{0.67} = 5.30$$

i. Determining t-table in significance level 5% and 1% with df:

df = $(N_1 + N_2)-2 = (20+20) -2 = 38$

the writer gained t-table:

S.L.5% = 2.02

S.L.1% = 2.7

t-score = 2.02 <5.30> 2.7

j. The comparison between t-score with t-table:

In the table of significance or in t-table, we can see on the df = 38 and on the degree of 5% and 1%, the result is 2.02 and 2.7, t-score is 5.30. So we can conclude that t-score is higher than t-table.

2. The test of hypothesis

The writer's hypothesis described that there is significant influence between the achievements of the students in teaching speaking using realia and without realia for the first senior high school of SMA PGRI 3 Jakarta.

The statistic hypothesis states that if t_o is higher than t_t, it means that there is significant influence and H_a is accepted. Meanwhile, if t_o is lower than t_t, it means that there is no significant influence or the same and H_a is rejected, and H_o is accepted.

Based on the calculation indicates that the value of t_o is and the value of df (38) on degree of significance of 5% is 2.02 and 1% is 2.7. Comparing the t_t with value of degree significance, the result is 2.02 <5.30> 2.7.

Since t_o which is obtained from the result of calculation is higher than t_t, so the alternative hypothesis (H_a) is accepted and the null hypothesis is rejected. It means that using realia has influence to teaching speaking as seen from the result of statistic calculation from both experiment class and control class, it can concluded that the use of realia has higher influence in teaching speaking for the first senior high school of SMA PGRI 3 Jakarta.

3. The Interpretation

The application of the use realia in teaching speaking means help the students to overcome their difficulties toward learning speaking, especially procedure and descriptive orally. The use of realia may become the alternative method in teaching speaking, since it offers an interesting and enjoyable atmoshpere of learning.

According to the result of hypothesis testing, it is known and true that using realia in teaching speaking can give significant influence to increase students speaking and understanding, especially in procedure and descriptive. It can be seen that the score of experiment class is higher than control class. It means the use realia in teaching speaking is higher than without realia in teaching speaking. Through the technique, students have an interesting and enjoyable way in learning speaking.

The application of the use realia in teaching speaking that the writer presents here is for the first year of senior high school students. However, it can be also be applied to other grades of students of junior senior high school, as long as the context is suitable for the students. Teacher can create other activities which suit the theme in the school's curriculum.

CHAPTER IV
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis on chapter IV and the discussion in the previous chapter, the writer would like to make a conclusion. After analyzing the result of the research, the writer got the data about the use of realia in teaching speaking that has been compared with without realia in teaching speaking.

The writer concludes that the students' experiment class scores in the use of realia in teaching speaking are higher rather than the students' pre-test scores that do not use realia in teaching speaking. It is indicated that students need a new atmosphere in the classroom that has provided by the technique that the writer applied in the class to overcome the difficulties in learning speaking. The technique can improve the students' speaking skill because students have an interesting, creative and enjoyable way in grabbing more speak which will be used as materials in their speaking. The conclusion can be seen from the results of statistical calculation in the previous chapter, where the value of "t_o" is higher that "t_{table}".

From the explanation above, it means that indicates that there is significant influence between the results of the use of realia in teaching speaking and without realia in teaching speaking.

B. Suggestion

After doing this research, there some suggestions that can be given in relation to the writer's conclusion. The suggestions are as follows:

1. The English teacher should be creative in developing the teaching-learning activities in classroom to improve students' skill in speaking, by using visual aids especially using realia.

2. The teacher should increase the students motivation in learning English especially speaking by using suitable technique, teaching materials and visual aids especially realia as much as possible in the classroom.
3. While this speaking is going on, the English teacher is supposed to check the students' pronunciation, grammar, and vocabulary as it progresses. The English teacher will catch many errors and have them corrected at the most opportune time – while they are being made.
4. The English teacher should encourage and stimulate students to speak, in order to avoid boredom, difficulties and shy in learning speaking.

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APPENDIX

APPENDIX
THE PROFILE OF SCHOOL

A. The Background of the School

Based on lacking of educational institution on High School Grade in Cilandak Residential Area – South Jakarta, thus PGRI Ancab Cilandak sought a necessity to participate actively based on their field of competence and to reduce community's compliment about improper education in their area by establishing a Senior High School. In Rapat Pengurus PGRI Ancab Cilandak held at May 29th, 1981 in SMA Negeri 34 South Jakarta, it was decided that, based on the function of PGRI as a Teacher Organization in developing education in Indonesia in general and Cilandak Residential in specific, SMA PGRI was to be build in June 1st, 1981 with specification as below:

Place Location	: Storey Buiding/ SD Pondok Labu Jl. H. Saleh Pondok Labu, Cilandak - Jakarta Selatan Telp. 021-766630
Teaching Time	: 13.15 PM – 18.00 PM
Teachers Council	: Junior/Senior High School Teachers in Cilandak Resident
Senior Council	: 1. PGRI Headchief Ancab Cilandak 2. PGRI Headchief of South Jakarta 3. Junior/Senior Headmaster of Cilandak Resident
General Responsibility	: PGRI Headchief Ancab Cilandak
Technical Responsibility	: General Secreatary PGRI Ancab. Cilandak
Technical Operator	: PGRI Vice-headchief Ancab. Cilandak/ Education Department Secretary PGRI Ancab Cilandak.
System/ Organization	: Following Dept. P dan K guidelines/ 1975 curriculum
School's Status	: First-Grade Non-State School

Usage license certification to SD Pondok Labu building from Pemerintah Daerah Khusus Ibukota Jakarta, Dinas Pendidikan dan Pengajaran No. 2083/8/1981 – dated 20th of July 1981 – Hal: Izin sementara penggunaan Ruang belajar SDN. Pondok Labu dan SDN Tebet Timur – Jakarta Selatan assigned to Achmad Djoenaedi – NIP: 130055581, Head of Dinas Pendidikan dan Pengajaran Daerah Khusus Ibukota Jakarta.

Operational license acquired from Dept. P dan K DKI Jakarta Mid-term Education Department.

SMA PGRI 3 : No.100/101-4/R.4 – 1982 – Dated 4th of February 1982

Assigned : J. Ch. Lesilolo – NIP: 130055681

Assignment form : SMA PGRI 3: No.: 100/101-4/R.4-1982-dated 4th of February 1982

Assigned : Dra. Atikah Pribadi- NIP: 130055681 as Head of Sub-Department of Curriculum PMU Kanwil Dept. P dan K DKI Jakarta

Assigned : J. Ch. Lesilolo – NIP: 130055681 as Head of Mid-term Education Department Kanwil Dept. P dan K Jakarta

As an agreement, result from Educational Institutions of PGRI in DKI Jakarta so in year 1980 it was conducted in educational institutes of PGRI under Pembina Lembaga Pendidikan Foundation PGRI – DKI Jakarta in assignment of notary act from Mohammad Ali – est. 31st of March 1980 No: 21.

1. SMA PGRI 3 Cilandak – Jakarta Selatan under surveillance of Lembaga Pendidikan Foundation PGRI DKI Jakarta and gained it's number.
2. SMA PGRI 3 Cilandak - Jakarta Selatan is location for Pembina Pendidikan Foundation PGRI DKI Jakarta: Jalan Cikini Raya No. 10 – Tel. 021- 331178.

Permission to laboratory usage for Science Department/ Skill Locals from SMA Negeri 34 to SMA 3 PGRI that been acquired through surat Kantor Wilayah Dept. P dan K DKI Jakarta No. 1288/101.1A/T.83 – dated 22nd of April 1983. Assigned by Dra. L.E. Coldenhoff – NIP. 2046/P. Head Committee of Kantor Wilayah Depdikbud DKI Jakarta.

Enclosures as authentic data and operational to establishment of SMA 3 PGRI in Cilandak Region, Jakarta Selatan as follows:

- ≈ Committee List PGRI – Ancab. Cilandak Periods 1978 – 1984.
- ≈ Copy of Surat Pemerintah DKI Jakarta No. 2083/8/11481 dated 20th of July 1981 – Hal: Temporary permission for teach classes – SDN Pondok Labu.
- ≈ Copy of Permission to Held Teaching-Learning Activity for SMA 3 PGRI – No: 100/101-4/R.4 – 1982, dated 4th of February 1982.
- ≈ Copy of Assignment Proof to SMA 3 PGRI – No: 100/101-4/R.4 – 1982, dated 4 February 1982.
- ≈ Copy of Surat Kanwil Depdikbud DKI Jakarta No: 1288/101.1A/T. 83, dated 22 Augustus 1983.
- ≈ Copy of Education Institution Guidance for PGRI No: 018/YPLPD PGRI/1981, dated 10 July 1981.
- ≈ List of Names, Assignment, Position and Educator in SMA 3 PGRI Jakarta Selatan.
- ≈ Students Name list for SMA 3 PGRI – Jakarta Selatan
- ≈ Treasury Report
- ≈ Work Timetable for Sekbid Pendidikan PGRI Ancab Cilandak.
- ≈ Program Evaluation

B. Vision and Mission of the School

a. Vision of the School

As a co-partner of Government to educate students.

b. Mission of the School

1. Developing school as culture center.
2. Developing in both quality and quantity of educational institution.
3. Increasing learning productivity and value.
4. Developing the professionalism of education worker.

c. School's Objective

1. Developing School as culture center that concentrated to norm and value.
2. Developing in both quality and quantity of educational institution that concentrated in establishment of school building according to national standard.
3. Increasing student's knowledge by giving a chance to junior high school fresh graduate that has not been accepted in senior high to continue to higher grade.
4. Developing the professionalism of education worker by giving chance and help to apply MGMP, educational seminary and advanced training.

d. School's Target

1. School as culture center.
2. Increasing reading motivation.
3. Developing artistic element.
4. Piety and norm.
5. Dress in proper manner.
6. Muslim dress in Friday to all Muslims.
7. Repairment on Mushallah.
8. Jama'ah prayer.
9. Developing educational facility.
10. Intensification in learning locals.
11. Establishments of locals based on minimal standard.
12. Increasing in knowledge.
13. Educating Junior High fresh graduator that has not been accepted in State School.
14. Intensify student's productivity value.
15. Intensify productivity of teacher and administrators.

e. School Identity and Educational Facility

School Identity : SMA PGRI 3 Jakarta

Address : Jl. Pondok Labu I b no.29 A Pondok Labu, Cilandak - Jakarta Selatan 12450.

Telephone no. : 0217650039 / 0217698464

Fax : 0217650039

Email : Tim_sos_smapgri3jkt@yahoo.com

Land Occupation : 1.387 m^2

Building Occupation : 670 m^2

Land Status : Foundation Property (PPLP PGRI DKI Jakarta)

In general, the facility list as follows:

No	Locals/ Classes	Quantity	Size
1	Classrooms	9	8 x 9 m
2	Headmaster Chamber	1	3 x 8 m
3	Teacher's Chamber	1	8 x 9 m
4	Administration	1	8 x 9 m
5	Laboratory for Physics/Chemist/Biology	2	8 x 9 m
6	Language Laboratory	1	8 x 9 m
7	Computer Laboratory	1	3 x 9 m
8	Library	1	8 x 9 m
9	School Fee Locket	1	2 x 3 m
10	OSIS Chamber	1	3 x 8 m
11	PMR Chamber	1	3 x 8 m
12	Inclusive/Blind Students Chamber	1	3 x 8 m
13	Prayer Mosque	1	10 x 8 m
14	Kitchen	1	2 x 5 m
15	School Cafeteria	2	
16	Teacher Restroom	2	1.5 x 1.5 m
17	Student Restroom	3	6 x 1.5 m

Education Program

Education Program at SMA PGRI 3 Jakarta divided as follows:

1. Obligatory Education Programs, which must be attended by all students
2. Academic Education Programs which also all students must attend. The objective of this study is to implement academic ability as to giving future skill to continue to advanced grade of study.
3. Skill Education Programs, the objective of this study is to implement skill ability as part of community needs.

The time allocation for every field of study was included on Education Programs Structure for SMA.

Beside education programs above, SMA PGRI 3 Jakarta also gave Extracurricular Education Programs to expand student skill into positive activities, as follows:

≈ Boy Scout
≈ Physical Activities (Volley Ball and Basket ball)
≈ Student Holy Qur'an Recitation/ Student religious proselytizing Committee
≈ Teenage Red Cross
≈ Musical Arts
≈ Physical Refreshment Aerobics
≈ Religious Activity (ROHIS)
≈ Computer