TEACHING TIME BY USING REALIA TO THE EIGHT GRADE STUDENTS OF SMP PTI PALEMBANG

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ABSTRACT

The main problem of this study was the effective to teach time by using realia to the eighth grade students of SMP PTI Palembang. The objective of this study was to find out whether or not it is effective to teach time by using realia to the eight grade students of SMP PTI Palembang. This study used the quasi-experimental method. The written test was used to collect the data and it was analyzed by using mathched t- test. The population of this study was all the three grade of SMP PTI Palembang in the academic year of 2013/2014. The sample of the study was taken from the population cluster random sampling. Based on the result on the study, it was found that was effective to teach time by using realia to the eight grade of SMP PTI Palembang. The average score of the students in the post-test of the experimental group was 88,13. Meanwhile, the average score in the post-test control group was 85,37. In short, Ha was accepted than Ho. On the other hand, the use of realia is an effective way to teach time to the eight grade students of SMP PTI Palembang.

Key words : using realia, quasi experimental method, population.

1. Introduction

Junior high school students, especially the eighth grade students can be considered as new learners in English because the three-year English learning at elementary school is considered only as a means to introduce English since Elementary school English is taught only as a local content. English is very important to learn because many people all over the world used for communication in Indonesia English considered as the first foreign language to be taught as a compulsory subject. As a compulsory subject, it is taught to the students of Elementary school, Junior High School, Senior High School and University.

Commonly at Elementary school, students are taught to learn the names of things in the world and also encouraged to notice how things look like. At Junior HighSchool, they begin to be introduced some concepts. One of the concepts is numbers. When dealing with the concept of number, they might ignore those physical properties as the concept of number cannot be seen because number is abstract.Developing the concept of the number in correct order (counting by rote) not only memorizing words or symbols but also thinking about things in a special way.

According to Isaac (1980) Number are everywhere and they have closely related to human's life, for example when dealing with time. Unfortunately, the teaching about time has sometimes ignored. As the result, students face difficulties when they are asked to read or tell time in English, since they do not know how to use numbers correctly. As far as the writer knows that many teachers when teaching about how to tell time, just explain the time on the board while the students are asked to repeat after them. Consequently, the teachers do not know whether their students are able to tell time or not (p.67).

As teachers of English, they should help the students to learn English. It means that the teachers must be more active to create and motivate the students in learning and make them more interested in English, and to prevent the students from being bored in learning. According to Saleh (1985) states that teachers of English who act as guides in their teaching should always try to develop their students motivation, for example; by presenting an interesting material or varying the ways of her teaching (p.45).

Students will learn better if the teacher makes them more interested in teaching and learning processes. Teaching through realia can be chosen as an alternative, because realia might support the teacher to explain the lesson in order it will become more focused and motivated students to study better also to create enjoyable atmosphere.

Based on the previous statements, the writer is interested in conducting a research with the title "Teaching Time by Using Realia (Clock) to the Eighth Grade Students of SMPPTI Palembang."

A. The Problem of Study

The problem of this research deals with the effectiveness of Teaching Time by Using Realia to the Eight Grade Students of SMP PTI Palembang.

B. Literature Review
1) The Concept of Teaching

According to Saleh (1997) teaching is an interactive process between the teacher and among students themselves.

1. Teaching is carried out on the basis of specified learning objective: (a) specific behavioral objectives identifying the exact feature to the students are learning and use, and (b) expressive objectives

which are closely connected with communicative competence.
2. Teaching is making an effort to help students accomplish (a) declarative knowledge reflected in from of preposition, and (b) procedural knowledge represented in the from of production.
Finally, teaching is characterized by the activities embracing (1) preparation: review of familiar relevant materials, (2) preposition: example of language in use and discovery of rules by the students, (3) association of new materials in context, (4) systematization: generalization, recapitulation of new materials in content, and (5) application: practice (p. 17-19).

The teaching is an interactive process. Teaching refers to the process of imparting knowledge and skills from a teacher to a learner. It encompasses the activities of educating or instructing. It is an act or experience that has a formative effect on the mind, character or physical ability of an individual.

2) The Concept of time

According to Hornby (1974) says that time is the passing of all the days, years, etc of the past, present and future. He also says that time is a point of time stated in hours and minutes of the day or point of time. So time is the measure of duration, it is divided into year, months, days, hours, minutes and seconds. It is also divided into days and nights (p.905).

It can be concluded thanantime consists of a certain number of minutes, a day of hours and a year of days. But wearely think about the fundamental nature of time.

3) The Rules of Showing Time

In English people usually show time to someone for the first they tell the "minutes" and preceded by "past" or "to" and then they say hour. But sometimes they do not use minutes.According to Asa (2003) there are some rules to show the time as presented below (p.39-41) :
1. If the hour is exactly, we can use some ways :
a. *Using "o"clock"*
   Example :
   – 6.00 = it is six o'clock.
   – 9.00 = it is nine o'clock.
   – 2.00 = it is two o'clock.
b. *We only mention the numbers*
   Example :
   – 6.00 = it is six (now)
   – 9.00 = it is nine (now)
   – 2.00 = it is two (now)
c. *Using "am/pm"*
   Am (AM) = ante meridiem (latin) = after 12 at night until before 12 in the afternoon.
   Example :
   – 10.00 a.m. (AM) = it is ten a.m. (it means that it is in the morning)
   – 8.00 a.m. (AM) = it is eight a.m. (it means that it is in the morning)

– 11.00 a.m. (AM) = it is eleven a.m. (it is means it is in the morning)
p.m. (PM) = post meridiem (Latin) = after 12 in the afternoon until 12 at night.
Example :
   – 10.00 p.m. (PM) = it is ten p.m. (it means that it is at night)
   – 8.00 p.m. (PM) = it is eight p.m (it means that it is at evening)
   – 11.00 p.m. (PM) = it is eleven p.m. (it means that it is at night)
2. If the hour is over minutes more than thirty minutes or less than some minutes we can use some ways.
a. *Using "to"*
   Example :
   – 7.55 = it is five minutes to eight,
   – 7.31 = it is twenty nine minutes to six.
   – 6.43 = it is seventeen minutes to seven.

b. *Using "before"*
   Example :
   – 8.58 = it is two minutes before nine.
   – 9.53 = it is seven minutes before ten.
   – 3.40 = it is twenty minutes before four.
c. *We can also say:*
   – 9.53 = it is nine fifty three.
   – 5.31 = it is thirty one.
   – 6.43 = it is six forty three.
3. If the hour is over of minutes less than thirty minutes or over one or some minutes, we use :
a. *Using "past"*
   Example :
   – 10.01 = it is one minute past ten.
   – 2.12 = it is twelve minutes past two.
   – = it is twenty five minutes past three.
b. *Using "after"*
   Example :
   – 11.01 = it is one minute after elevan.
   – 10.07 = it is seven minutes after ten.
   – 4.20 = it is twenty minutes after four.

4. If hour is more than fifteen minutes or less than fifteen minutes, we use "a quarter".
Example :
a. More than fifteen minutes, we use "a quarter past"
   – 5.15 = it is a quarter past five.
   – 7.15 = it is a quarter past seven.
   – 11.15 = it is a quarter past eleven.
b. Less than fifteen minutes, we use "a quarter to"
   – 3.45 = it is a quarter to four
   – 8.45 = it is a quarter to nine
   – 12.45 = it is a quarter to one.
5. If the hour is more than thirty minutes or less than 30 minutes, we use "a half past".
Example :
   – 6.30 = it is a half past six.

- 10.30 = it is a half past ten.
- 4.30 = it is past four.

d) Concept of Realia

According to Hornby (1974) says that clock is an insrument for measuring and showing the time. The clock in a modern from (24-hour clock) being in use since at least the 14th century. A clock can refer to an abstract system of time measurement. It means that clock is one of teaching aids that can arise the students motivation in learning, and it can help the teacher make their explanation in teaching English more focused (p.156). Clock can make them easier to catch the lesson and attract them to study better also to create enjoyable atmosphere.There are parts of clock :

1. Numbers : Clock will 12 numbers. They are one to twelve (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12).
2. Minutes :The total number of minutes in clock is 60 minutes.
3. Long hand :Long hand is use to show minutes.
4. Short hand : Short hand is use to show hours

In summary, Realia is the real objects that was be used by the writer in teaching the impaired students to learn time. The realiaused "Time" that are familiar to them. Realia is real thing, object or activities used by a teacher to relate classroom teaching to real life. Realia is one of teaching media that teacher used real things. It is one of the interesting and motivating techniques to make students easily remember about time.

e) Teaching time by Using Realia

According to Zwiers (2004) describes the activity of teaching with the following steps: (1) pre- activity , (2) during activity, and (3) post – activity.

I. Pre-activity stage
- Greeting

  In the pre-activity stage, the teacher asked her students about their condition such as "how are you today?", Who is absent today ? The teacher did it in a pleasant way in order to create a friendly atmosphere of her classroom
- Giving motivation

  In this stage, the teacher asked the students some questions that were relevant tothe material. The students tried to answer the questions for example, the teacher asked her students about their daily schedule of watching favorite program in tv.

II. During Activity/whilst Activity

During activity stage, the teacher explained about hard point by showing the students to think about the points.

1. First of all, the teacher showed a clock to the students and then the teacher asked the students to mention the number in the clock such as "Ok class, this is clock, can you mention the number in the clock ?" and then the students answer " there are twelve number

2. The teacher introduced some words that are relevant to the time of clock.
   Example :
   - Past / after
     two minutes
     two hours
     One hour
   - Half
     long hand
     Second
     to / before
     short hand
   - Minute hours
     At five
     Afternoon
     At noon
   - Night
     Evening
     Morning

3. The teacher gave them some ways showing time of clock.
   - If long hand at the 12 (twelve), and short hand at 7 (sevent0 it means that it show 7 (seventh) o'clock
   - If long hand at after 12 (twelve), such as at 1 (one), and short hand at 7 (seventh) it means that it show 7 (past/after) minutes. (five minutes past/after seventh)
   - If long hand at before 12 (twelve), such as at 10, and short hand near 8 (eight) it means that it show 8 (to/before) 10 minutes. (ten minutes to/before eighth).

4. The teacher gave them exercises, it started from the easiest exercises to the moderate   exercises, and then finally to the most difficult ones

III. Post-activity

The evaluation should be doneorally during teaching and learning activities in the classroom. Besides, the teacher also gave the written test in order to get the students' score to know their progress (p.21).

C. Methodology

In doing researcher, the writer used the Quasi-experimental method. An experimental research is the study in which the allocation of treatments to units is under the control of the investigator, not an observer. According to Isaac and Michael (1980) write that true experimental method is to investigate possible cause-and-effect relationship by exposing one or more experimental group to one or more treatment condition and comparing the results to one or more control group not receiving the treatment (p.14).

There were two groups of the students in this study. The special treatment was the teaching time by using realia to the Eighth grade students of SMP PTI Palembang, that we administered to the experimental group and the special treatment without realia was given to the control group. The special treatment referred to

teaching time by using realia to the Eighth grade student of SMP PTI Palembang. The pre-test was given before the treatment. It is used to match the pairs from the two groups. Dealing with the design, According to Hatch and Farhady (1982) writein this design there would be two groups, the experimental group which received the treatment and the control group who do not," (p.22).

The special treatment for the experimental group referred to teaching time by using realia to the students. According to Fraenkel and Wallen (1991) an important aspect of many experiments is the random assignment of subjects to groups. Although there were certain kinds of experiments in which random assignment was not possible, the researcher uses randomization whenever feasible. It was crucial ingredient in the best kinds of experiments. Random assignment is similar, but not identical to the concept of random selection (p.193).

In applying the true experimental method, this research used the randomized Posttest-only Control Group Design, Using Matched Subjects.

O1 X O2
O3   O4

Where:
O1 : Pretest of experimental group
O2 : Posttest of experimental group
O3 : Pretest of control group
O4 : Posttest of control group
X: Treatment to experimental group (clustering technique)

This study is designed as follows :
1. Determine the type of research to be conducted, and how it was affect the design of the research investigation.
2. Identify the population from which inferences are made, and the limitations of the sample drawn for purposes of the investigation.
3. Describe the type of data obtained in the investigation, and how this was affect the ensuing analyses, and describe the limits of statistical inferencebased in the type of analyses and data being conducted, and this was affect final study conclusions.
4. Propose suggestions and writing the research report as a thesis.

D. Population and Sample
a. *Population*
Population is any of items, individuals which share some common and observable characteristics and from which a sample canbe taken According to Fraenkel and Wallen 1991). The population is represented by test norms or the group of examines represented by the norms is referred to as the reference population. Population is the entire set of individuals, items, or scores from which a sample is drawn (p.129).

The population of this study was all the Eighth grade students of SMP PTI Palembang in the academic year of 2013/2014. There werethree classes of the Eighth grade students of SMP PTI Palembang with 98 students.
b. *Sample*
Sample is a representative of population investigation According Fraenkel and Wallen 1991). The writer took the sample from population by using two-cluster random sampling through the cluster random sampling. According to Freankel and Wallen (1991 : 130), the cluster random sampling is the selection of group individuals rather than single individuals.
c. Based on the cluster random sampling, there were two classes to be treated as the sample of this study. After getting the two classes, the researcher conducted the individual random sampling by giving the two groups a pretest. Based on their similar scores, the researcher matched them.

E. Technique for Collecting the Data
In collecting the data, the writer used a written test. Test is a measure containing a set of questions, each of which can be said to have correct answer According to Tinambunan (1988). The test was given twice. The first, the pre-test was given before the students were taught. The second, the post-test was be given after the students are taught. The test material was the same for the pre-test and post-test. The test was used for the aim of this study it was in the form of the multiple choices and essay. There had pictures of clock to write the time shown by each of the clock. The students had 90 minutes (two teaching hour) to do the test.
The test consisted of 20 test items, there are item in five multiple choices, and fifteen item in essay. Before giving the test to the students, the validity and reliability of test materials had been evaluated.

There were two kinds of test that writer gave to the students in order to measure their achievement in learning, they were pre-test and post-test.
a. *Pre-test*
Pre-test was given before conducting the treatment to the student . Pre-test was given to know the students'competence in teaching Time by using Realia before treatment.
b. *Treatment*
Treatment is Teaching Time by Using Realia. kind of the applation which was given to the students after the pre-test
c. *Post-test*
Post-test was given after treatment. Post-test was conducted in order to know the students' improvement or achievement in teaching time using realia after treatment.

The test consisted of 20 test items. Before giving the test to the students, the validity and reliability of the test materials had been evaluated.

F. Technique for Analyzing the Data

In collecting the data, the writer used written tests (pre-test and post-test). The test consisted of 20 items and each item had a different point. The techniques for analyzing data in this study were done through (1) percentage analysis, and (2) the conversion of percentage ranges, (3) Matched T-Test.

a) Percentage Analysis

To know students score. This study used percentage analysis. The percentage was obtained from computing the number of correct answers divided by the number of test times 100%. By this way, the writer got the students individual scores.

IS = ———

In which :

IS = Students'Individual Score

R   = Total Number of Correct Answers

N   = Number of Items

b) Matched T-Test

Matched T.test was used in this study. It was used to compare, the differences of students, Pretest and posttest score.

G. Finding and Discussion

This chapter presents the findings that consistsof the score distributions of pretest and posttest of the experimental group and control group followed by the statistical analysis and the interpretation of the findings.

The data were the result of the students' Time in pretest and posttest which were rated or marked by three raters separately in the form of scores.

In data distribution, the collections of primary data were presented and analyzed referring to the objectives of the study. To present the data, the data collected were presented separately, they were pretest and posttest scores of experimental group, pretest and posttest scores of control group. Then, the data were analyzed by using T-test.

a. The Result of the Tests

The pretest and posttest were given to the students in both experimental and control groups. The pretest was given to the students before the experiment was conducted and the posttest was given after the treatment conducted.

In order to verify the hypotheses proposed, the statistical analysis was applied. The t-test was used both for paired sample t-test and independent sample t-test in which paired t-test was used to find out whether or not there was a significant difference in achievement before and after the treatment in the experimental group and control group. Meanwhile, in order to find out whether or not there was a significant difference between the experimental group and control group. The writer used independent sample t-test through SPSS 21 program for windows.

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Post-test experimental & control group	Experi - mental group	32	88.13	7.803	1.379
	Control group	32	85.37	7.196	1.385

The statistical summaries from both samples can be seen from the table 10. The post-test in experimental group was 88.13 and the post-test in control group was 85.37. In short, it can be said that the post-test value obtained by the experimental group is higher than that of control group. The analysis of independent samples t-test for writing test by groups shows that the mean difference of the post-test in each group was 2,755 and the significant level was 0.000. Since 0.000 was lower than alpha value 0.05, it means that there was a significant difference in reading achievement between the two groups. This confirms that the students in experimental group made better achievement if it is compared to those of the students in control group.

Based on the finding above, it could be seen that the values of experimental group with treatment was higher than those in control group without treatment.The significant difference between the experimental group and control group was believed that it was influenced by the technique applied by the writer which was conducted in 9 meetings. This group got passive treatment, it means that the students were taught through Time by Using Realia. The students in control group tended Time by Using Realia was not spontaneously which just based on the scripts that they have prepared.

In relation teaching time by using realia to the eighth grade of SMP PTI Palembang, it could be interpreted that all of students in experimental group had applied the rules. They can Telling the time delivered by teacher. According to Hornby (1974) Time is the passing of all the days, years, etc of the past, present and future. He also says that time is a point of time stated in hours and minutes of the day or point of time. So time is the measure of duration, it is divided into year, months, days, hours, minutes and second. It is also divided into days and nights (p.905). In other hand time are minutes, hours, mounth, day, and years.

First, the students can answer the question about time from the teacher. Secound, the students active in lerning prosses. Third, the students have good personal relationship in their team, communication one each other in team very important to make them sholid. The results of the students scores are better than before their learn time. Based on the findings and interpratation teaching time through realia can improve students time. It was found that, the students of experimental group got better time that those of the students in control group. Teaching time through realia made students were very active in the class.

3. Conclusions and Suggestions

Based on the result of this study, the use of "Time" in teaching time was very useful. It could be concluded that there was a significant difference between the students who were taught by using time and those who were not.

Based on the findings and interpretations in the previous chapter, there is aconclusion could be drawn. Itwas effective to teach time by using Realia to the eighth grade students of state junior high school SMP PTI Palembang, since the students of experimental group got betterachievement than those of the students in the control group.It can be concluded that there was a significant difference in students achievement between the students who were taught byusing realia and the students who were not taught by using realia.

Suggestions

Some suggestions are offered to the teacher of English, thestudents and the government.
1. The Teacher of English
   First, they should give clear explanation to the students, Second, they should give opportunities to the students to ask their problems. Third, the teacher should give a lot practices and homework.
2. The Students
   For the students, First they should have more pay attention when their teacher giving the explanation. Second they should always review after lesson. Third,they should practice a lot.
3. Government
   The government is suggested to supply the book for the library and complete teaching media that are related to English lesson especially for English teaching and learning activities.

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