

Chapter Five

Conclusion and Recommendation

In the last chapter of this research, the researcher provides two sections. The researcher present conclusion and recommendation. Conclusion provides all summaries about the findings and discussion of this research. Recommendation provides several suggestions for English teacher, students and further researcher related to this research.

Conclusion

This research aims to explore pre-service teachers' perception toward the use of realia in teaching vocabulary. The research objective is to investigate three different points. The first objective is to explore classroom activities in teaching vocabulary using realia implemented by pre-service teacher. The second objective is to explore the strengths of using realia in teaching vocabulary. The last objective is to explore the weaknesses of using realia in teaching vocabulary.

This research used qualitative as research method and descriptive qualitative as the research design. This research involved four pre-service teachers from English Language Education Department of a Private University of Yogyakarta as the participants. The participants implemented realia while teaching vocabulary at least once during their teaching practice. Interview was used as the instrument to gather the data and question items are compiled in interview guidelines. The data was gathered by recording and translated every statement from the participants. The data that have been gathered were analyzed using coding and coded based on the research objective. A brief summary of every finding is provided below.

The first research objective is to explore information about the classroom activities implemented by pre-service teacher in teaching vocabulary. There are four results found in this research. The first result showed that the pre-service teacher implemented group discussion. Pre-service teacher also involves realia in group discussion activity. The second result is that the pre-service teacher implemented game activity during teaching practice. The third result is that the pre-service teacher implemented question and answer in their activities. The last result is found that the pre-service teacher implemented outdoor learning activity.

The second research objective is to explore the strengths of using realia in teaching vocabulary. There are six results on the strengths regarding the use of realia as a teaching aid in teaching vocabulary. First, ease to deliver the topic. Second, enable students to be more active. Third, attract students' attention. Third, help to acquire new vocabularies. Forth, build creative classroom. Last, one of effective learning media to teach vocabulary.

The last research objective is to reveal the weaknesses of using realia in teaching vocabulary. From the data gathered there are four results. First, limited size and quantity of the objects. Second, uncontrolled classroom. Next, the teacher might have complicated preparation before teaching. Last, extra cost which is quite expensive also makes the use of realia become a weakness.

Recommendation

Based on the result of this research, the researcher provides recommendation for several parties related to this research. There are some recommendations for pre-service teachers, English teachers, school students, and future researchers.

Pre-service teachers. The researcher recommends pre-service teachers to implement realia in teaching activity if it is necessary. The pre-service teachers also recommend to use realia not only in teaching vocabulary but also in teaching other skills. In the implementation of realia, the pre-service teacher also should make sure that the objects are suitable with the students.

English teachers. On the implementation of realia in teaching activity, the researcher recommends the English teachers to make sure that the students are already familiar with the object. The teacher should introduce the learning concept before the class begins in the classroom. Besides, the teacher should make sure that the objects are suitable and safe if they use in the classroom. As a result, the English teacher needs to check every usage of the object in each section of the activities to avoid students to more enjoy playing with the object rather than joining the activity.

School students. On the use of realia in learning activity, the researcher recommends the school students to use realia as additional media to help them understand and memorize the meaning easier if necessary. Students are able to directly observe and touch, so that the realia can be a good resource in learning activity. Thus, the researcher recommends the students to maximize the benefits on the use of real object in learning vocabulary.

Further researchers. The other recommendation is for further researchers. Future researcher is expected to explore further research related to the use of realia with different objective. From the result of this research, the researcher also recommends further researcher to investigate further issues regarding to the use of realia in teaching another skill.