**Chapter Five**

**Conclusion and Suggestion**

This chapter provides two major parts namely the conclusion and recommendation of this research. The conclusion explores about the summary of the research results. Additionally, the recommendation includes the suggestions for some parties related to this research.

**Conclusion**

This study aimed to find out about the primary school English teachers' Perception on the use of Realia as the teaching media. There were three research questions which made the researcher want to know more about this study. Firstly, the researcher wanted to know the benefits of using Realia as perceived by the primary school English teachers. Secondly, the researcher wanted to find out about the challenges of using Realia as faced by primary school English teachers. Lastly, the researcher wanted to explore the strategies used by primary school English teachers to solve those challenges mentioned. All data had been gathered, and the researcher used a qualitative design in order to collect the data. In this study, the researcher interviewed three primary school English teachers.

Based on the data result, there were four benefits perceived by the primary school English teachers when using Realia as the teaching media. For the first benefit, Realia could improve the classroom atmosphere. For example, the students became more enthusiastic, interested, and excited in learning something using Realia, the classroom was active and relaxed, and the teachers were enthused in teaching the students. The second benefit of using Realia is that the

students could get new experience by seeing, touching, hearing, and tasting (if the object is food) the object directly. The third benefit of using Realia is that it could make the teaching-learning process easily implemented, and the teachers could achieve the teaching goals. For instance, Realia eased the students to understand the material and because the teachers could achieve the teaching goals. The last benefit of using Realia is that the parents could monitor the learning process well.

In this study, the researcher had found four challenges faced by primary school English teachers in using Realia. Firstly, the weaknesses from Realia was availability which in which it was not available to use in all learning materials. For example, the teachers were not able to use the transportation when explaining about types of transportation to the students. Moreover, the weaknesses from Realia was its practicality, because sometimes, it was quite difficult to bring Realia into the classroom if the size was too big for the teachers, was costly, and was difficult to prepare. The weaknesses of using Realia came from the students. From the statement mentioned, some students forgot to bring the Realia when the teacher asked them to bring it. Also, the weakness was the distraction from Realia which could make the students less focused during the teaching-learning process. Due to that reason, the students felt more interested in the teaching object rather than the explanation from the teachers.

The last finding was about how the primary school English teachers solved those challenges when using Realia. The researcher had classified the ways to solve the problems into four strategies. The first strategy to solve the challenges of Realia was availability. Besides, the use of Realia was based on the learning

material and the type of Realia itself. The second strategy to solve the problem of Realia was practicality. Besides, there were three steps of the practicality in using Realia. The teachers had to make sure that the size of Realia was able to be used in the classroom, minimize the budget for the teacher by utilizing the things around her/him to be the Realia, and have a well-preparation. Furthermore, the strategy to face the weaknesses of Realia was from the students. Based on the results, the teachers could give the consequences to the students who forgot to bring Realia in order to teach them about responsibility and discipline. Hence, the last strategy to overcome the distraction from Realia included mix-teaching media by giving an ice-breaker to gain the students' focus and attention.

To sum up, many teachers did not use Realia as a teaching media due to the many weaknesses of the Realia. However, based on research conducted by the researcher, there were also many positive sides of using Realia for the teachers and students who felt them, and the parents could also get the benefit from the use of Realia. Therefore, this study also resulted on the findings on how to deal with the problems faced from the use of Realia.

**Recommendation**

Based on the findings of this research, the researcher proposes some recommendations related to this research. The recommendations are expected to be beneficial for some parties in the future. The recommendations are intended for teachers, pre-service teachers, and other researchers.

**For the teachers and pre-service teachers.** The use of Realia as a teaching media in the class might be useful for the teachers because there are

many benefits on using Realia. However, Realia can be distracted for students when learning something new. So, the researcher suggest to the teachers and pre-service teacher to use more than one teaching media and give the ice breaking while teaching something new to the students.

**For other researchers.** To follow up to this research, the other researchers might use another research instrument such as interview and observation. Then, the data will richer and more accurate. In addition, the researcher recommends other researchers to develop this research by adding additional information towards the factors and forms of code switching in order to gain deeper and better data results.

**For the institution.** From the result, the researcher recomends the institution to provide the types of Realia to help the teachers in the learning process. The facilities included living things and inanimate objects so that the teaching learning process will be more effective.