

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of some conclusions and suggestions.

5.1 Conclusions

Based on the explanation in research finding and discussion, I can take some conclusions:

1. Realia is useful in teaching reading such as in reading short functional texts. This thing gives significant influences to the students' achievement in reading text.
2. From the result of the research, I found that there are different scores between the students' learning achievement in reading short functional texts in pre-test and post test. It can be proved by the average of students' score in reading text which showed that the students' score in post test was higher than in the pre-test.
3. The hypothesis verification in this research was acceptable where t_{count} more than t_{list} , I found that t_{count} was 6.68 and t_{list} was 2.024 with the similarity level namely df was 38 and level significant $\alpha = 0.05$. so, it can be concluded that $t_{\text{count}} \geq t_{\text{list}}$ or $6.68 \geq 2.024$. It means that the hypothesis can be accepted or in the other words, the students' learning achievement in reading effectively developed by using realia.

1.2 Suggestions

Based on the conclusion above, I have some suggestions as follows:

1. Realia is the kind of things that the people usually found in their daily life. Students can understand easier if the teacher brings them to the real life interaction. As a result, the students will be interested in learning the subject. The application of realia is one of the creative strategy in teaching English. There are some kinds of realia that can be used in teaching and learning process. It helps the teacher to deliver the material without wasting time and also helps the students to understand the material easier.
2. For the next researcher, I suggest to apply other kinds of realia in teaching the different materials and different skill. It is useful to determine students' comprehension from some basic of English by using realia because realia bring the students to learn close to their real life interaction.
3. The teachers must be able to choose proper realia that can be used in teaching process because realia is not always practical in the classroom

BIBLIOGRAPHY

- Abdurahman, M. (2003). *Pendidikan Bagi Anak Kesulitan Belajar*. Jakarta: PT.Rineka Cipta
- Abraham, P. (2002). Skilled Reading: Top-down, bottom-up. *Field Notes*, 10(2); Retrieved May 7, 2012, from <http://www.sabes.org/resources/fieldnotes/vol10/fn102.pdf>
- Alyousef, H. S. (2005). Teaching Reading Comprehension to ESL/EFL Learners. *Th. Reading Mtarix*, 144.
- Amal, A. (2012). *Skripsi (Teaching Vocabulary Using Realia)*. Malang. UNM
- Arikunto, S. (2005). *Manajemen Penelitian*. Jakarta: PT. Rineka Cipta
- Brown, G. (2004). *How Students Learn*. New Jersey: Englewood Cliffs.
- Darojat, M. (2011). *Thesis (Using Realia to Improve the Ability in Writing Procedure Text)*. Malang. UNM
- Davies, P. (2000). *Success in English Teaching*. New York: Oxford University Press.
- Fedorov, A. (2003). Media Education and Media Literacy: Experts' Opinions. *A Media Education Curriculum for Teachers in the Miditerranean*, 6.
- Fleming, S. (2011). *Media Pembelajaran*. Retrieved May 8, 2012, from <http://sulaiman-ump.blogspot.com/2011/06/pengantar-media-pembelajaran.html>.

- Gobel, L. V. (2007). *Skripsi (The Influence of Real Objects Media Towards Students' Vocabulary Mastery)*. Gorontalo. UNG
- Jones. (1994) [Realia](http://www.neiu.edu/~sdundis/hrd310/realia.pdf). Retrieved May 7, 2012, from <http://www.neiu.edu/~sdundis/hrd310/realia.pdf>.
- Jennie. (2010). [Using Realia Resources In Language Teaching Learning](http://ielanguages.com/blog/using-realia-resources-in-language-teaching-learning/). Retrieved May 2, 2012, from <http://ielanguages.com/blog/using-realia-resources-in-language-teaching-learning/>
- <http://www.jamesable.co.uk/advanced/realia.html>. (n.d.). Retrieved May 7, 2012, from <http://www.jamesable.co.uk/advanced/realia.html>.
- Mole, R. (2010). *Skripsi (A Study on Students' Ability in Mastering English common Noun by Using Picture as Media)*. Gorontalo. UNG
- Moon, H. O. (2007). *Disertasi (Peningkatan Kompetensi Komunikasi Siswa Dalam Bahasa Inggris Dengan Menggunakan Materi Ajar Realia)*. Jakarta. UNJ
- Onasanya, S. P. (2004). Selection and Utilization of Instructional Media for Effective Practice Teaching. *Institute Journal of Studies in Education*, 128-132.
- Perfetti, C. A (2001). *Reading Skills*. Oxford: Pergamon.
- Sadiman, Arief S. *et al.* (2002) *Media Pendidikan: Pengertian, Pengembangan dan Pemanfaatannya*. Jakarta: PT.Grafindo Persada
- Senate, Y. A. (2005). Students' Learning Outcomes. *Roles and Responsibilities of Faculty. Academic Chairs*, 1-2.
- Siagan, S. P (2007). *Teory Motivasi dan Aplikasinya*. Jakarata: PT.Rineka Cipta
- Soekartiwi (1996). *Rancangan Instruksional*. Jakarta: PT. RajaGrafindo Persada.

- Sudaryanto. (2009). *English for SMP*. Depok: SMPN 1 Depok.
- Sudjana. (2005). *Metode Statistika*. Bandung: PT. Tarsito Bandung
- Sugiyono. (2011). *Statistika untuk Penelitian*. Bandung: CV. Alfabeta
- Suharsimi, A. (2005). *Manajemen Penelitian*. Jakarta: PT. Rineka Cipta.
- Surgenor, P. (2010). *How Students Learn 2. UCD Teaching and Learning, 1*.
- Sukrianto. (2000). *Teaching and Learning English*. Bandung: CV. Alfabeta
- Tafani, V. (2009). Teaching English Through Mass Media. *Acta Didactica Napocensia*, 82.
- Wilman, W. D (2000). *Hubungan Kecerdasan Emosional dan Prestasi Belajar*. Jakarta: PT. Grasindo
- Yulianti (2005). *Skripsi (The Correclation Between Student's Attitude and Their Achievement In Learning English)*. Gorontalo. UNG