

V. CONCLUSION AND SUGGESTION

This chapter deals with two major points namely conclusions and suggestions.

5.1 Conclusions

Based on the results of the data analysis and discussion, researcher would like to state some conclusions as follow:

The results indicate that the increase of students' speaking achievement has variation. Their scores increase significantly overall but, they do not increase acutely for each student in different level of speaking proficiency. *Realia* increases students' motivation first before it influences their spirit to speak English or other learning activities in the class. But, students in the beginning level are hard to follow the learning activity.

The improvement of students' speaking achievement because the students felt enjoy and enthusiastic in learning by using *realia*. After they saw the real object, they felt curious and interested to know the meaning of the new words, how to pronounce them and try to comprehend some information about the object. Students open the dictionary, smart phone, or ask the teacher and their smarter friends. In the other hand, *realia* improves students' speaking skill like pronunciation, vocabulary, grammar, fluency, and comprehension, because after identifying the object they were asked to develop the new words into grammatical sentences by using simple present tense and make the whole paragraph using transitional and preposition.

The implementations of *realia* create more natural setting, where the learners learn a foreign language, like a child learns his native language in early stages. *Realia* helps learners transfer

their literacy skills from familiar formats to a variety of other formats they may encounter and they support learners' transition and integration into the world outside the classroom.

5.2 Suggestions

Considering the finding of the research, the researcher would like to recommend some suggestions as follow:

1. English teachers are suggested to use this media (*realia*) in increasing students' motivation on learning speaking because they will be more interested in learning English. The students can explore the object directly to get some information by analyzing the object clearly without afraid of making mistakes in pronunciation or grammar.
2. The teacher should guide students in comprehending the material. If they cannot make a grammatical sentence or they get difficulties on pronouncing words, the teacher can help them by explaining the synonym or using Indonesian Language. So, they comprehend the lesson easily.
3. The students are required to speak English in daily activities in the class with their friends or teachers, so they are familiar with the English language and they can find new words they never heard before.
4. In teaching speaking by using *realia*, teachers are suggested to ask students to identify the object individually. Even in identifying the object needs a lot of *realia* objects, but it will be affective in improving students' concentration and their independents in developing their achievement of speaking.
5. Students in lowest level proficiency of English need much time to identify the *realia* object. It would spend longer time to find new words, to learn pronunciation, to comprehend the language, and to make the grammatical sentences. Therefore, the researcher needs to control and help them to do the activity more than others.

6. The object which is used as a media should has similar level difficulties or almost the same with the object they had identified in the treatment to be the object of description in the picture of pre-test and post-test, further research should try to find objects which are familiar for students for example fruit, vegetable, school equipment, and familiar people such as their friends in the class. So, students are easy to describe the object.