

Chapter Four

Findings and Discussion

In this chapter, the researcher reports the findings based on the data analysis and the discussions of the findings supported by the experts' opinion. The research findings show the data obtained from the analysis results to see primary school English teachers' perception on the use of Realia as the teaching media. Besides, the results include the benefits of using Realia as perceived by the teachers, challenges of using Realia faced by the teachers, and how to solve those challenges based on the participants' opinion.

Benefits of Using Realia as Perceived by Primary School English Teachers'

The data were revealed from the three participants who taught in two different schools. Based on the interview, those three participants found a lot of benefits when using Realia. The participants were Dinda, Aisyah and Beta who agreed with the statement mentioned. As a result, Realia could improve the classroom atmosphere, provide a new experience, make the teaching-learning easier, help achieve the teaching goals, and monitor the learning process of the children by the parents. Furthermore, each result of the findings is presented in the following paragraphs.

Realia improve the classroom atmosphere. The participants said that the use of Realia in the classroom made the students feel more interested and enthusiastic during the teaching-learning process, and the classroom was alive and active. Also, the students felt more excited with the material, and the teacher could get excited when teaching using Realia. Besides, the class activities were

more relatable for the students. As stated by Dinda, "Realia makes the children enthusiastic in learning". Aisyah also added that, "Children become enthusiastic while studying, and the classroom becomes active and alive. Realia make the kids feel interested in learning the material, and it makes the children feel so enthused and excited in the learning process". Beta stated that, "I am happy when Realia makes the students become more understanding toward the learning".

According to Purnama, Poerwanti, and Karsono (2012), the use of Realia media makes the students more active in the learning process and more enthusiastic and interested in learning so that the quality of the students' learning process increases. Suharsih and Hamidiyah (2012) asserted that Realia is one of the alternative media that makes the learning process become more enjoyable and interesting. From the experts' explanation, it could be concluded that they agreed that Realia could make the class better with the small things mentioned earlier. Besides, the class atmosphere could be better when students could be enthusiastic to participate in the classroom. Then, the teachers became enthusiastic in teaching, and class could be more active.

Getting new experience. Other Benefits could be gained by the students. Besides, the students could have a new learning experience because they could touch and see the learning object directly. From the statement mentioned, Dinda said that, "Realia gives new experiences towards learning, and the children can gain the experience of touching and seeing the objects directly. With this, they do not need to imagine the teaching materials".

The statements mentioned were supported by Rosdiana (2017) who stated that Realia involves as a real object which will be learnt directly by students. Besides, providing Realia is the real-time experience to give to students, as they can have a learning experience which cannot be found in other learning media. Another similar finding was also supported by Aritonang and Sinulingga (2011) who defined that Realia gives the students a direct experience by giving students the opportunity to touch, view, and even feel or taste the learning object. For example, if the learning material is about fruit or food, the students will be very interested to have the learning process in real life contexts. Therefore, the researcher and experts also agree that Realia can provide new experiences to the students because they can learn the objects directly.

Realia makes the teaching-learning process easier and help to achieve the teaching goals. When using Realia, the positive impact that the teacher felt was feeling easy because the teacher felt facilitated with the media. As Dinda stated, "using Realia eases the children to learn in the learning process". Likewise, Realia helped the teachers to achieve the teaching goals. Aisya also said, "Teachers can reach the learning goals". Beta also mentioned, "Almost 80% of the learning objectives can be achieved, and Realia helps me to teach the students well".

According to Muzahar (2018), the use of Realia media is to bring the learners closer to real objects, and eases them to understand. Additionally, Realia also helped the teachers to achieve their learning goals. According to Irawan, Sabri, and Sasmita (2015), learning using Realia can improve the children's

learning outcomes. Previously, the students had less good value. However, after using Realia in learning process, the children can get a better value. Hence, the researcher had the same opinion as mentioned by the experts who conducted the study using Realia. Besides, using Realia can make the students more familiar with the material taught by the teacher, and Realia can ease the teachers to achieve the goals of learning.

Parents can monitor the learning process. The benefit of using Realia was not only obtained by both teachers and students, but also the parents. Based on the results of the interview with Aisyah, she said, “the parents can find out the extent of the students’ learning process”. Due to the reason, when the teacher asked the children to bring something from the house, the parents could learn about why the students should take the item and what the students learnt from carrying the objects. Then, the parents could monitor the course of the learning process at that time.

Rahman (2017) stated that teaching media is not only able to help the teachers and students in the learning process, but also helping the parents to monitor children's learning process. Accordingly, the researcher agreed to the opinion of Rahman who said that teaching media had other benefits in which the parents could also monitor the students’ learning. This is similar to Edmodo in which the parents could freely access the students account by using “Parents Code”, so they can see the extent of the students’ learning process. However, what the teachers needed to underline was the teaching media used by Rahman, which is Edmodo. The teaching media included IT-based learning media, while the

researcher focus on the learning media which is Realia. Therefore, from the results of this study, the researcher generates new discoveries from the use of Realia as a teaching media.

The weaknesses of using Realia

There are many benefits which the teachers could get from the use of Realia media. However, certainly, some challenges or weaknesses from the use of the Realia media were also found in this research. There were some challenges faced by the three participants, but here, the researcher divided the weaknesses of using Realia as teaching media into four. The four weaknesses consist of Realia availability, Realia practicality, Realia from the students, and distraction from Realia. Hence, each weakness of using Realia as teaching media is defined in the following paragraphs.

Realia availability. From the results of the interview with three participants, two of them mentioned that one of the challenges which they got when teaching using Realia was the lack of the availability towards media. Dinda said, "Realia cannot be used in all learning materials", because only a few materials can use Realia, while learning materials about transportation or learning materials about a planet make it impossible for teachers to use the objects in the classroom context. Beta also said, "Not all learning materials can use Realia".

Regarding the aforementioned statement, it was also supported by Jones as cited in Safa'ah (2018) who asserted that real things are not always feasible to use in the teaching-learning process such as material about animals which are not possible to bring those animals in to the classroom activity. In consonance with

Dantri (2015), not all Realia can be brought into the classroom, such as transportation, human (for job description material), or animals which make Realia unable be a practical media used in all learning materials. Consequently, Realia could ease the students to understand the learning materials, but Realia is also very inflexible to use in all learning materials.

Realia practicality. Aside from the availability side, another thing which challenges the participants when using Realia was from the practicality. As described by Dinda "Sometimes Realia is difficult to bring into the classroom, and Realia will be difficult to carry out by the teacher if the size is too large". Dinda added "Realia costs too much money", as teachers have to prepare various kinds of objects to serve as Realia". On the other hand, Beta also argued "Realia is quite difficult to bring in order to prepare things", which we should bring into the classroom.

Jones as cited in Safa'ah (2018) added that not all Realia can be used or reached because the size of the Realia can be too big or too small. When the size of the Realia is too large, it will be difficult to carry. However, when the sizes are too small, it will interfere with the learning process because students will not be able to freely explore the learning objects. Besides, Jariatun (2017) also said that the cost required holding various real objects. Dantri (2015) said that sometimes Realia is too expensive for the teachers because they have to buy a variety of preparations to support the Realia media. Also, the teachers could spend much money if they used Realia as teaching media. Due to the fact, it could make the teachers feel burdened by using Realia. As stated by Jones as cited in Safa'ah

(2018), there are lot of things which we should bring into the teaching activities, so it will be trouble for the teachers to prepare various kinds of objects.

Sometimes, Realia can be very difficult for the teachers because the preparation is too much.

Students forget to bring the items. Using Realia, most teachers could prepare what items used as Realia media. However, it was different from the opinion of Aisyah since she was not the one who prepared the Realia media, but the students prepared the Realia as learning media. In regards to the statements mentioned, the weakness regarding asking the students to bring the Realia appeared. Aisyah said, "some students forget to bring the Realia". Then, the students who forgot to bring Realia became passive students. As the reason, he could not see the lessons without being able to participate actively in class activities. Also, Aisyah said "the students become passive when they do not bring the Realia". Besides, the children could still get learning about the material at the same moment by viewing and listening without being able to freely touch the object from its learning and not to actively participate in the class.

According to Mulyani (2013), the students often forget to bring the items requested by the teacher like lesson package books. Also, the students forget to bring objects. However, the results of this study with Mulyani opinion were slightly different because Mulyani said it is not the media learning as Realia, but the book of learning package as another learning media. Thus, this research resulted in a new finding in which one of the disadvantages of Realia was forgetting to bring the media into the class.

Distraction from Realia. Along with making the children more familiar with the materials, Realia could also make children unfocused with learning materials brought by teachers. As Beta said "the students can lose their learning focus because they are more interested in the learning objects". That way, Realia could make students feel interested in learning, but Realia could also make the students more focused with the media. Besides, when the students had been bored with the explanations from teachers, they usually changed their focus to something which they find pleasing especially, if the media is a unique and rarely seen by the students. In addition, to make the children lose focus, not all Realia could be well received by students. Dinda said, "the acceptance of Realia media by a child was dependent on each child's psychology because there were children who were afraid of animals or certain objects".

The finding mentioned was similar to Wantini (2010) who said that sometimes, the students do not focus on their learning because they feel more interested in the media used by the teacher. Also, the students especially elementary school students usually feel more interested in something which could be played and are easily bored with the explanation of teachers providing materials which are too long. Also, it triggered the loss of their focus on the material being taught by the teacher in the classroom. In addition, the acceptances of children were about certain objects or animals vary. Some students were afraid or have a phobia with certain objects or animals, while some students were not afraid. As stated by Atrup and Fatmawati (2018), Children's psychology is different, and there are some children who experience phobia or fear with animals

like rats, snakes, cats, or disgusting animals. However, there are some children who are afraid of certain objects such as syringes, electronic objects, knives, or other objects. Accordingly, the researcher has the same argument as the experts in that Realia can cause children to cool down with their own world (because they are more focused with learning objects), and not all children can accept Realia, depending on kind of Realia used by the teacher.

Strategies to overcome the challenges of using Realia based on teachers' perception

When teachers are faced a wide range of problems in using Realia, there were certainly some ways applied to solve the problems. Among them, there were some strategies to solve problems such as Realia availability, Realia practicality, Realia from students, and distraction from Realia. The strategies were based on the participants' experiences to solve the problems which they often encountered in using Realia as teaching media. Therefore, each strategy to overcome the use of Realia is explained in the following paragraphs.

Strategies to overcome the Realia availability. One of the disadvantages of Realia is that it could only be used in certain types of learning materials. From the statement mentioned, the teacher is expected to find out the ways to match the kinds of materials explained in class and the kind of Realia used in order to support the teaching-learning process. Dinda said that as one of the ways she used to solve the problem, "the use of Realia media was based on the learning material and the type of Realia itself". If the media was reasonable and could be applied in the classroom, Dinda could use it. However, if it did not make sense and was not

possible to use in the classroom, she did not want to use it in the teaching and learning process.

Regarding the statement mentioned, it was supported by Abid (2007) who said that the teacher could choose the real object which is suitable with the learning topic, for example if the teacher wants to teach about stationary, then the teacher could use the things around the classroom. Besides, Realia availability was assessed by the participants because the use of Realia depended on the situation and conditions at that time which could not complicate the teachers. According to Sudjana and Rivai (2007), before applying Realia into the classroom, the teachers had to make sure that the objects could be used as Realia in the classroom, whether or not the object could be efficient. For the intention, the teachers should adapt the objects to the learning material in order to keep the learning to go smoothly.

Strategies to solve the problems of Realia practicality. Realia was not flexible to use in all learning materials or topics, and the next drawback was Realia practicality. For the first problem of Realia practicality, Realia was heavy to carry, if the size of Realia was too large. Then, the teacher could have the trouble to carry, and if the size of the Realia is too small, it could be trouble for the students to learn the learning object because they cannot see the learning objects clearly. Dinda stated that the way to solve the problem is “to ensure whether or not Realia can be used in the classroom”. Besides, the teachers should make sure that if the size of the Realia could be used in learning, it would be troubling and too complicated for the the teachers and students. For the second

problem, Realia cost much money. Aisyah said, “as the way she used to solve the problem, the teacher will utilize the surrounding objects” to minimize the cost. Beta also said the same thing; she said "we should make use of items around the students". Realia should not be derived from the goods purchased by the teacher, but could use the surrounding objects as one way to minimize the cost and to be more creative. The last problem of Realia as practicality is that it was too difficult to prepare the objects used as Realia media. Dinda said "the teachers should have a well-preparation, and they had to prepare everything from the distant days. Thus, the teacher could have a lot of time to prepare it all. .

Dantri (2015) said that when the teachers use Realia, the teacher is advised to use Realia which can be carried and explored by the students. From Dantri's narrative, the size of Realia should not be too large and not too small as long as students can freely explore the learning object, and the teachers are not difficult to bring the learning object. Besides, to minimize the cost, the teachers could use various kinds of things around her to be the Realia media. Djauhar Siddiq (2008) asserted that the teachers can use the objects around to become a real media learning. Therefore, the teacher do not have to buy all the objects to serve as Realia media, as the objects around or used objects can also be used as Realia. Jariatun (2017) also said that in order to be implemented in the teaching and learning process, the use of the media can go well, and it is necessary to make good preparations anyway. Thus, the equipment needed to use the media also needs to be prepared in a mature way.

Strategies to face the weaknesses of Realia from a student. One of the problems that teachers had to face when asking the students to bring something to the school and students forgot to bring it was Realia from the students. Aisya said, "Some students who forget to bring the items will usually become passive in the classroom activity". Based on her opinion, the students were not able to participate actively in the class because he/she could only go to see and hear without being able to freely touch the object of the learning. As a way to overcome the problem in using Realia, Aisyah also said "I will give consequences to the students who do not bring the objects (the objects are going to be Realia) by not being able to actively participate in the class". In her opinion, this way was quite effective to use because with teaching children about responsibility and discipline, the students would not forget to bring the objects requested by the teacher in the future. For the reason, when the children could not participate actively, they could feel excluded.

According to Armai as cited in Mardiyanti (2017), giving a reward to the children can give a considerable influence, because later, the children will be more motivated to follow the children who get Praise from teachers. Udin (2017) also said that punishment can be given by giving sanctions on children, and the punishment is considered as an educational punishment. However, the researches conducted by Mardiyanti and Udin only focused on the awarding of reward and punishment to the students in the general context. Unlike the findings obtained by researcher, it was more focused on rewarding the children who did not bring

Realia. Likewise, the goal of giving the reward to the children is to make them more disciplined and responsible.

Strategies to solve the problem of distraction from Realia. There were two problems which made Realia not only give students the convenience to learn but also one of the media which made the children felt less focused or afraid. For the first problem of distraction from Realia, some students were afraid of certain objects or animals because each student's acceptance of the Realia varied. Some of the students were enthusiastic, and some of them did not like the existence of the learning object because of the fear or allergies. To overcome this problem, all three participants had the same argument. They stated that they would use other media instead of Realia in some learning topics or incorporate more than one teaching media. Dinda said, "teachers will use more than 1 teaching media". Also, it was judged as effective because if there were certain materials, the teachers used Realia in order not to make the students not feel afraid. Then, the teacher could replace the media with another media or when the class was initially used Realia but later mixed with other teaching media. Aisya also had the same opinion and she stated, "the teachers will incorporate some teaching media". Beta said "the teachers use more than one teaching media, including visual media or audio-visual media". For the second problem, the students could not focus on the explanation from the teachers, but they preferred to pay attention to even play the media Realia which could make the class less conducive. In Beta's opinion "one of the ways to restore the children's focus is through ice breaking". Ice breaking could regain the students' attention because it recreated a fun class atmosphere,

not a monotonous class with a variety of teachers' explanations about learning materials. Lastly, after the class became conducive, the students focused on the learning process. Besides, to strengthen students' understanding of the material, the teachers could review the given material. Beta said that "the material review uses Realia so that the children do not forget the learning material". As the purpose, the students had a strong understanding of what they had learned at the time.

According to Ahna (2017), the teacher uses various kinds of teaching media when teaching tenses to the students such as texts, songs, videos, audios, games, stories, poems, novels, and pictures. The use of a varied teaching media eased the teachers to teach and keep students from being saturated by looking at the same media. In addition, the use of ice breaking when the children began to lose focus was beneficial. Meilinda and Subrata (2014), they found a way to overcome the obstacles raised because the children look busy with their own world and did not focus on learning by using ice breaking. Besides, the children's focus had returned. Also, it is important for the teachers to revisit the learning. According to Nurjanah (2015), one of the learning strategies of PQ4R is a review which can make the students recall what they have learned. These ways were considered to be successful to address the distraction problem from the use of Realia.