CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

Based on the results presented above, the research entitled "The Use of Realia Medium to Integrate Islamic Values in English Classroom: A Qualitative Study at Al-Hidayah Islamic Boarding School Gebog Kudus" can be concluded as follows:

1. Based on the observations and interviews, considering the needs of students in the Islamic boarding school environment regarding Islamic values, the implementation of realia medium in label text material in English classes can be accompanied by the integration of Islamic values. The learning process using realia medium in label text material begins with a brief explanation from the teacher regarding the meaning of label text, functions and elements contained in the label text. The English teacher conveyed the integration of Islamic values when she explained the elements of the text label by showing real media in the form of product packaging. The Islamic values taught through realia medium consist of the function of the halal logo on product packaging and Arabic, which are found in the composition elements of several packaging items. Next, the learning process continues with the assignment stages and evaluation.

2. The supporting factors and obstacles in using realia medium can be summarized as follows:

   a. The realia medium used in learning label text material is product packaging. As for the supporting factors, this media is easy to find in the environment around where you live or in Islamic boarding schools. Packaged products used as learning media are available in every shop or minimarket. This certainly makes it easier for teachers and students to search for this media.

   b. Based on interviews with teachers and several students, several obstacles exist. Teachers have difficulty setting aside time to correct or assess student assignments among them. This is because the tasks given are individual, so they require extra time. However, the English teacher

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here has thought of a way to overcome this problem by using scoring techniques to shorten evaluation time. Furthermore, from the students' side, several stated that there were no obstacles. However, there was a student who said that she had difficulty finding real media in the form of product packaging on the day the material was taught. It is about the availability of the media because she forgot to buy it.

B. Recommendations

Looking at the data that has been obtained and presented in the chapter above, researchers have several recommendations which are expected to provide benefits to several parties, including:

1. For Teachers

The data obtained shows that teachers experience obstacles, namely in the process of evaluating student assignments. However, teachers have found a solution to overcome this problem. Even so, researchers are trying to provide recommendations as another alternative to overcome this problem. If English teachers use 'Scoring techniques' to assess individual assignments, researchers suggest that teachers try 'Grouping' techniques next time when giving assignments. So, the assessment process does not take a lot of time. Apart from that, researchers also suggest that at some point, teachers implement a presentation stage for students after completing the "Cut and Stick" assignment. So that students understand and master the material better.

In addition, Researcher provide suggestions to teacher regarding the integration of Islamic values so that they do not only display the existence and urgency of the halal logo and Arabic writing on the ingredients. The teacher can also identify the ingredients of certain food or drink products, and add explanations as to whether these ingredients are halal or haram.

2. For Students

The learning process using realia medium positively impacts students' attention during teaching and learning activities. However, it cannot be denied that each student has a character and is different from one another. Some are

serious, but there are also those who get bored quickly. If not because of the media used, then because of the English subject which they don't like. Researchers suggest that even though learning becomes more fun using realia medium, students are not busy with activities outside of learning, for example, chatting with other friends outside the material topic. It would be better if all students pay attention to the teacher's explanation so that they can better understand the material being taught and slowly become interested in English subjects.

3. For Future Researchers

In the world of education, many media can be used to teach. The researcher suggests that future researchers try to dig up information about other media in learning English that can be linked to the process of integrating Islamic values in the Islamic boarding school environment or madrasa education.