

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter discussed about research's conclusion and some suggestions in teaching writing procedure text using realia.

#### **A. Conclusion**

1. Teaching writing procedure text using realia is implemented through the following activities:
  - a. How to chew gum
    - Teacher shows a gum to students.
    - Teacher shows how to chew gum in front of the class.
    - Teacher distributes a gum to each students and ask students to practice based on their understanding to the material given.
    - Students practice how to chew gum individually.
    - Students write the procedure of how to chew gum.
    - Students collect the task to teacher.
  - b. How to make a sandwich
    - Teacher divides students into six groups. So, each group consists of six students.
    - Teacher shows realia that will be used in practicing how to make a sandwich such as two slices of bread, tomato, cheese, sauce, sausage, lettuce, knife and plate.
    - Teacher explains the procedure “how to make a sandwich” to students.
    - Teacher points a volunteer from a group to help her in practicing “how to make a sandwich” in front of the class, so the other students will pay attention and understand easily.
    - Teacher practices how to make a sandwich.
    - Each group practices how to make a sandwich.

- Teacher determines the first group, second group, third group, etc.
  - Each group writes the procedure of making a sandwich.
  - Each group collects the task to teacher.
- c. How to make a glass of tea
- Teacher divides students into six groups. So, each group consists of six students.
  - Teacher shows realia such as coffee, sugar, water, spoon and glass to make a glass of coffee.
  - Teacher explains the procedure how to make a glass of coffee.
  - Teacher asks each group to practice how to make a glass of coffee together with teacher's instruction.
  - Teacher asks students' understanding to the material given.
  - Teacher shows another realia such as sugar, teabag, water, glass and spoon to make a glass of tea.
  - Teacher gives realia that will be practiced by each group, so they are still in groups.
  - Teacher asks each group to practice how to make a glass of tea.
  - Each group practices how to make a glass of tea.
  - Each group writes the procedure of making a glass of tea and collects the task to teacher.
  - Teacher asks each student back to their seat.
  - Teacher asks students to write the procedure of making a glass of tea individually.
  - Students collect the task to teacher.

2. The students' writing was improved after being taught using realia

Teaching writing procedure text using realia can be enjoyable for both teacher and students. In fact, students can improve their writing

procedure text after being taught using realia. It can be seen by students' achievement of writing scores in each cycle as follows:

- In preliminary research, the average of students' achievement was 44.6
- In first cycle, the average of students' achievement was 60.1
- In second cycle, the average of students' achievement was 65.3
- In third cycle, the average of students' achievement was 75.4

Students' writing after taught using realia was improved as well as their motivation to learn English. They become understood in writing procedure text. Results of the research showed that the students also improved their writing skills in almost of the five writing elements (content, organization, vocabulary, language use and mechanics). They become better in composing and arranging procedure text effectively and efficiently.

## **B. Suggestion**

As a candidate of teacher, we must try to create conducive situation in our class. An enjoyable relationship between teacher and students is the most important thing in teaching learning activities. So that, both of teacher and students will get success together through a good communication.

Teaching writing procedure text using realia for seventh grade students of Junior High School is not easy as we thought, there are many difficulties both of teacher and students had. The seventh grade students of Junior High School are categorized children at transition period. They often bored and sometimes losing their motivation to learn English. As a professional teacher, we must push their enthusiasm always in teaching learning English by several ways as well as we can.

At the end, the researcher realizes that this thesis is far from being perfect, because of that; contrastive critics and advice are really expected for the perfection of the thesis. Finally, the researcher hopes that this study can be useful for all of us. Amen.