CHAPTER V

CONCLUSION AND SUGGESTION

 Based on the study on the previous chapter, in this chapter the researcher describe the conclusion and suggestion for the reader.

1. **Conclusion**

Based on the explanation of the previous chapter, the researcher concludes that:

1. The student’s mastery on simple present tense before taught by using realia. The result of pretest achieved there are 15 students get in sufficient score, 1 student gets sufficient score, 3 students get good score, 1 student gets very good score, and nobody get excellent score. It means that there are 75% students get in sufficient score, 5% get sufficient score, 15% students get good score, 5% get very good score, 0% students get excellent score in mastering simple present tense by using realia.
2. The student’s mastery on simple present tense after taught by using realia. The result of posttest achieved there are 3 students get in sufficient score, 5 students get sufficient score, 1 students get good score, 6 students get very good score, 5 students get excellent. It means that there are 15% students get in sufficient score, 25% students get sufficient score, 5% students get good score, 30% students get very good score, and 25% students get excellent in mastering simple present tense by using realia.
3. The significant difference between student’s mastery on simple present tense before and after taught by using realia. The result of the research showed that student’s score is improving significantly. The result of pretest showed that 0% students get 90 – 100, but it was different with the result of posttest. The result of posttest showed that 25% students get score 90 – 100. This result of this research also showed that tcount > ttable (4.184 > 2.093). It means that there were any significant influences between score of pretest and posttest. It can be concluded that the students get good achievement in mastering realia after taught by using realia. The student’s mastery on simple present tense improve and significantly better than before taught, so teaching simple present tense using realia is effective to improve student’s mastery on simple present tense. So, realia is effective to teach simple present tense or generally for grammar as a media.
4. **Suggestion**

This research had proven that the use of realia in teaching grammar shows good results. Then, it is suggested;

1. A teacher of English at Junior High Schools/MTs AL HUDA Bandung should be creative in selecting interesting methods and media in teaching learning – process. In addition, realia can be used as an alternative tool or media of teaching

Simple present tense. In fact, realia can improve the student’s grammar achievement, and the student’s mastery on simple present tense.

2. For the students, they should always do the exercises using simple present tense to make a good sentences especially simple present tense.

3. For the schools, it is expected that they provide the media needed for

teaching grammar especially simple present tense, particularly for those who concern to the development of grammar (simple present tense) ability.

1. For the next researcher, they can make this study as their milestone to conduct another research on same field. They may use the true experimental research design to know whether the media more effective or not.