CHAPTER V

CONCLUSION AND SUGGESTION

Based on the description of findings presented the previous chapter, a conclusion and suggestion are presented in this chapter. The conclusion is substantively tied up with the research finding as the answer of research question and also summarizes all discussion of the research finding. Meanwhile, the suggestion is a reflecting of the presentation of the research finding, the discussion and the conclusion. The formulation of the suggestion must be in accordance to the significance of the research.

A. Conclusion

Based on the result of research finding, the researcher concludes as follows:

1. The student's achievement before being taught by using Jeopardy game is poor because the mean of the total score of 39 students is (58.46).

2. The students' score after being taught by using Jeoaprdy game is better than before. After the students got the treatment, the mean of the total score of 39 students becomes (78.56). It was included into good score categories.

3. Based on the statistical analysis using Paired Sample T – test, it was known that the significance level is 0.000. Because the significance level smaller than the standard level of significance 0.05 (0.000<0.05) the alternative hypothesis (Ha) that states there is a significant difference on students' achievement in simple present tense before and after using Jeopardy game is accepted, while

the null hypothesis (H$_o$) that states there is no significant difference on students' achievement in simple present tense before and after using Jeopardy game is rejected.

From the result above implies that the Jeopardy game is effective in teaching simple present tense to the eighth grade students of MTsN Langkapan Srengat.

B. Suggestion

The finding of the research score shows that there is significance difference on the students' score before they are taught by using Jeopardy game and after using it. Some suggestions are addressed to the teachers, students and future researcher, as follows:

1. For the Teacher

In order to succeed in teaching English, Jeopardy game should be used for teaching learning English in the classroom. The teacher can be more creative in applying that technique to the students and use it in teaching simple present tense so that the students will more motivated and interested in learning English. By using Jeopardy game, the teacher are hoped can change the traditional grammar teaching where the students are asked to memorize the rule and produce a single sentence into the grammar teaching in order to build student's communicative competence. It means that by using this game, the teacher can teach grammar forms and structures in relation to meaning and use for the specific communication tasks that students need to complete in a fun and interesting manner.

2. For the students

By using this technique, the students are provided with a fun and enjoying classroom atmosphere. They are given chance to cooperate with their friends in group. It aslso provides competitive game which can stimulate and encourage students to participate in the class since naturally they want to beat the other teams. So that, this game is appropriate to be applied in order to make the students more active in the teaching and learning process.

3. For the Future Writer

This research is not perfect yet, it is suggested for the future researcher to conduct further research on the similar area by improving the methodology or use it as reference to conduct a further research related to Jeopardy game in different area of teaching. This study is very important because it will give some knowledge to the researcher and to know the benefits of using Jeopardy game in teaching English.

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