CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer wants to conclude the activities that have done in the research. The writer explains the result of the research in a conclusion. There are several suggestions that are given by the author.

5.1 Conclusion

Based on this implementation of matching card game, it can be concluded as fallow:

1. The implementation of matching card game could improve the activities of learning process.

2. From this research, it is raveled that showed there is improvement of student' activities after doing this method. They got experiences and could improve their activities to the next meeting.

3. There was an improvement of the group discussion. It could be seen from the students' ability of the study club.

4. Students' activities in group reach the good result after doing the second meeting of the second cycle. Students could make a good sentence of simple present tense and they did it seriously. They almost did not have a mistake how to make a good sentence in simple present tense.

5. There was an improvement of students' simple present tense mastery. It could be shown from the result of pre-test and post-test. The mean of pre-test was 53, 75. There are many students who got fairly category; it was 56, 25%. After using matching card game

approach, there was a significant improvement, the mean of post-test was 75, 5 and there was no one who got fairly category score.

5.2 Suggestion

From this research, it can be proved that task-based approach is one of the appropriate methods to teach grammar, so the following suggestions are hoped to be taken into account.

1. In the teaching learning process, teacher is hoped to use matching card game as the alternative method in teaching grammar to develop the students' activities and the result of the study.

2. Because the activities are useful for teacher and students, it is hoped that these activities can be done without interruption in grammar lesson or the other lesson. The last, it is wished that this research can give contributions and choices to the English grammar particularly the in learning simple present tense.

REFERENCES

Arikunto, S. (2010). *Dasar-dasar Evaluasi Pendidikan*. Jakarta: BumiAksara

Azar, S.B. 2003. *Fundamentals of English Grammar*. New Jersey: Prentice HallRegents.

Buckby, Michael. 1994. *Games for Language Learning*. Australia: Cambridge University Press.

Carter, R., McCarthy, M., Mark, G., & O'Keeffe, A. (2011*). English grammar today.* Cambridge: Cambridge University Press.

Eastwood, John. 2002. *Oxford Practice Grammar: with answer.* New York: Oxford University Press.

Harmer, J. 2007. *The Practice of English Language Teaching*. New York: Longman.

Jackson, H. 2005. Good Grammar for Students. London: SAGE Publications

Murphy, Raymond. 2003. *English Grammar in Use*. Cambridge: Cambridge University Press

Palmer, R. (2003). *Teaching Methods for the Students' Skill Development Guide.* England: British Library

Parker, T. S. (2010).*Approaches and Methods in Language Teaching.* London: Cambridge University Press.

Quirk, R., S. Greenbaum, G. Leech, J. Svartvik (1985) *A Comprehensive Grammar of the English Language*. London and New York: Longman.

Richards, J.C. and Schmidt, R. 2002. *Longman Dictionary of Language Teaching and Applied Linguistics*. London: Longman.

Sargeant, Howard. 2007. *Basic English Grammar: for English Language Learners*. USA: Saddleback Education Publishing.

Willis, Dave. 2003. *Rules, Pattern and Words: Grammar and Lexis in English Language Teaching.* New York: Cambrifge University Press.