CHAPTER V
CONCLUSION

A. Conclusion

Based on the data, the writer concluded that:

1. The implementation of matching game to improve students' understanding on question tag are:

   a. The improvement of learning tool

      The researcher used interesting game, which is matching game in every cycle that appropriate for junior high school in order to make students interested in teaching learning question tag.

   b. Motivate students to discuss in group

      It also motivates students to discuss in group when they are assigned to identifying question tag from matching game

   c. Motivate the passive students to be more active during the lesson

      This relates with students ability to pay attention during the lesson, to understand the material and to speak up their mind in order to brave to express their mind or to ask question

   d. Students engagement in learning question tag

      This related to students' effort to understand the rules of question tag.

2. This research shows us that the use of matching game in improving students' understanding on question tag can help the students to solve their problems. The test result indicated that the students varied in their understanding on question tag. After three cycles, there was a significant improvement of students understanding on question tag in every test. Based on the calculation result after getting all of the treatment using

matching game, the students' average score increased significantly, the students' average score from pre cycle was 5,9, the first cycle was 6,5, the second cycle was 7,4, and the average score of students score in the third cycle was 7,8. It showed that the use of matching game could improve students understanding on question tag .

B. Suggestion

After implementing matching game in improving students' understanding on question tag, there are several important things that can be suggested in the last report of the paper and it is hopefully can be useful for the reader, especially:

1. For the teacher

    Grammar mostly known as difficult subject, the use of matching game in teaching learning is interesting technique because it can attract students' interest and motivation in teaching leaning process. English teacher should be able to develop their strategy to teach the students in order to make them interest in learning subject. Teacher can use matching game in any subject, they can choose the topic or the material that they want. They can find the material by book or downloading in the internet in several sites.

2. For the students

    Grammar is important subject to be learnt. But, most of students have difficulties in teaching learning grammar because there are some structure or grammatical such as some tenses in English and there are no tenses in Indonesia language system. Therefore, students have to develop their knowledge by studying grammar using interesting technique like matching game. By using matching game, students can identify the sentences which have form of the question tag on the matching game rule. They also can discuss their problems

when they are teaching learning grammar using matching game with the teacher.

3. For the school

This research was carried out in MTs Al Asror Gunung Pati Semarang in the academic year 2010/2011. The writer concluded that students in this school have motivation in teaching learning, but there are limited facilities such as limited library collection and there is no language laboratory. School should prepare and design the material based on the students need and their competence. School also has to provide interesting teaching learning environment to the students such as providing language laboratory and teaching and teaching technique.

C. Closing

Finally, the writer realizes that this paper is far from being perfect, because of that; constructive critics and advice are really expected for the perfection of the thesis. Hopefully, this thesis will be useful for all of us. Amin.