

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

The result of the research about improving students' mastery on simple present tense through toothpick game on the seventh grade of M.Ts. Raudlatut Tholibin Pakis Tayu Pati in the academic year of 2015/2016 could be concluded as the following.

1. Implementing toothpick game to improve students' mastery in teaching simple present tense was conducted in two cycles. At the first, the teacher prepared toothpick and some pictures as learning media. Then, teacher divided students into five to six members in every group and distributed them a picture and toothpicks. After that, teacher gave instruction to prepare a piece of paper to write the sentences of the objects they found then stucked on the certain area of the people doing pictures for verbal sentences and particular people or thing for nominal sentences. After finishing the project, teacher asked to one of each group to be a representative to speak the sentences up in front of the class briefly. For the last, teacher and the rest of groups gave correction for the works. During the teaching and learning process, teacher invited them to be more active and confident learners.

2. At the end of each cycle, the teacher gave a test to get the improvement of students' mastery on the material. Implementing toothpick game could improve the students' mastery on simple present tense that was proved by the result of students' average score in every cycle. In pre cycle, the students' average score was 67,12. It was under 70 as the minimum criterion of passing score. The students' improvement showed by the treatment of the first cycle. The first cycle score was better than before. It was 71,23. Based on the result, there were 11 students or 42% who failed and 25 students or 58% who reached the minimum criterion of passing score. Because no more 80% students who reached equal or more than 70, the classroom action research was continued in second cycle.

The result of second cycle showed the better improvement that reached 75,38 as the mean with 1960 as the sum score. It was about 81% or 21 students who reached equal or more than 70 and 19% or 5 students who failed to reach the equal or more than 70. This classroom action research was stopped in this cycle because more than 80% students reached equal or more than 70 as the minimum criterion of passing score.

## **B. Suggestions**

After being implemented toothpick game as a learning strategy to improve students' mastery on simple present tense, the researcher hopes this findings will give benefits for the particular students of VII D as the participants of this research. It also give benefits for the particular area of this study, especially for M.Ts. Raudlatut Tholibin Pakis, Pati. In addition, the researcher gives suggestions for some parts as the following.

### 1. For the students

In teaching and learning English, not only students must develop and improve their competence in English, but also they must have bravery to be more active in teaching and learning.

### 2. For the teachers

Toothpick game was recommanded as the alternative strategy in teaching and learning simple present tense. It has been motivated students to learn simple present tense easily. Therefore, it improved the students' mastery on the material that could be seen by their better achievement in every cycle.

### 3. For the readers

This study can be used by the readers as one of references to conduct the research on the same field. They can find different way to teach grammar especially simple present tense.

#### 4. For the next researchers

Toothpick game is one of learning strategy in teaching and learning grammar. In this study, it helped students in learning simple present tense. The researcher hoped that the next researcher can develop toothpick game for other specific materials. In addition, the students' activeness is the most important thing in implementing toothpick game.