

## **CHAPTER V**

### **Conclusions and Suggestions**

In this chapter, the writer presented the conclusion and suggestion. The conclusion covered the main point of research done by the writer. The other part covered the suggestion for the English teacher and further studies.

#### **5.1. Conclusions**

The main reason motivating the writer to conduct this study is that the grammar teaching at school tends to be teacher-centered where the students only listen to the teacher's explanation and do some exercises. It often makes students feel bored so that learning grammar becomes a hard work for them. The writer intends to examine the use of board games in language teaching. Its aim is to examine whether the use of board games will have effect on students' grammar achievement or not.

The research was conducted at one of junior high schools in Surabaya. This was a quantitative research with pre-experimental design using one group pretest posttest. Since it was pre-experimental study, the writer took one group involving 29 students of seventh grade.

Before conducting the treatments, the writer tried the test out to the pilot group. After having the result that the test was valid and reliable, the writer continued administering pre-test and conducting the treatments for four times to the research group. The treatments used board games as the teaching technique with different levels and topics for each treatment. After all the treatments have

been conducted, the writer administered the posttest to the students in order to know whether board games could help students in learning grammar or not.

The result of pretest and posttest scores were calculated by using t-test (paired sample t-test). It showed that the mean of posttest was higher than the mean of pretest. The analysis of score using t-test also showed that there was a significant difference on students' grammar achievement before and after they were taught using board games. It implies that board games can be one of teaching techniques that helps students learning grammar.

## **5.2. Suggestions**

Based on the findings of this study, the writer would like to give some suggestions for the English teacher and further studies that hopefully will give advantageous in the future.

### **5.2.1. Suggestions for English Teacher**

There are some suggestions the writer would like to propose to the English teacher. Firstly, using game in the grammar teaching will make teachers become creative and the students will be more enthusiastic following the lesson. The writer has found out that game generates fun so that the students enjoyed the lesson better. Moreover, using game as the teaching technique will be more student-centered and it is in accordance with our curriculum (K-13) where teacher is the facilitator and need to involve students in the teaching learning activity.

Secondly, choosing games for grammar teaching is not complicated. There are many language games, which are appropriate and can be used in the grammar

teaching. Teacher even can create their own language games to the students according to the students' level competence and the physical environment of the classroom.

### **5.2.2. Suggestions for Further Studies**

There are some suggestions that the writer could give for those who are interested in conducting a similar study. First, the treatments should be done in more than 4 times so that it will make the research findings more valid and it will be better if the further researchers can design his or her own board games according to what students need.

Second, this study is expected to be done in different grades like elementary or high school students with more samples and populations. Besides the writer recommends that board game can be applied to improve another student's language component like vocabulary or spelling and language skill like speaking.

Third, it will be better to compare board game with other games like bingo, riddles, or miming, etc to improve students' grammar achievement. Its purpose is to examine which games or technique is better in language learning.

Lastly, the writer hopes that this study could be useful and give a worthy contribution not only for the writer but also for the English teachers and the students. The writer realizes that this study is still far from being perfect. Therefore, the writer expects that the other researchers will conduct a better study and will give more valuable contributions.

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