

## **CHAPTER V**

## **CONCLUSION**

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### CONCLUSION

This chapter consists of two parts. The first part is the summary of the thesis. It sums up the main points that have been discussed in the previous chapters. The end part deals with some suggestions of the findings of this study.

#### 5.1. Summary

The discussion in the previous chapter stated that English is the international language which is often said as the means of international communication. Therefore, it is also taught in nearly every school around the world. In studying English, beginners have to master the grammar first. (Paulston and Bruder, 1976:1). However, many students, especially elementary students, find it difficult in mastering the grammar. As a consequence, they lose their interest and motivation in learning the English grammar. The teacher should find ways to arouse students interest in learning English. One of the ways is to vary the way the teacher teaches the language. Structure games is one of the devices that can overcome the boredom in the classroom and increase the students' interest in learning the language. Shelagh Rixon (Brumfit, 1994:33) states that it is a quite common that young children learn better through play or at least can be induced to go along with teaching that is tempered by 'fun' activities. Structure games provide the 'fun' activities and yet it is useful to

make the students learn and use the language without realizing it.

However, many teachers mostly use drill in teaching the language. Drills are also useful because it formed a habit of using the language. According to Paulston and Bruder (1976:4) a grammar lesson should consist of grammatical rules which explain the particularities of the structural pattern to be learned plus a series of drills in order to give the students optimum practice in language production.

This study was conducted to find out whether grammar games really can increase the students' ability in mastering the English language. This study was conducted with the fourth grade students of Petra 7 elementary school during the third quarter belonging to the school year of 1999/2000. The sample was students of class IVB and IVC.

From the result of the research, it could be concluded that teaching tenses by using structure games as a means of reinforcement increased the students ability to comprehend the lesson well, overcome the students boredom and increase the students' interest in learning English grammar.

## 5.2. Suggestions

Based on the results of the study, the writer would like to give some suggestions which the writer hopes will be a useful contribution for the English teachers and for further study.

### 5.2.1. Suggestions For Language Teachers

There are some suggestions that the writer would like to give to the English teachers, especially those who teach the elementary school.

1. The teacher should not ignore the nature of children to play, and the teacher should be able to make use of this nature to make their way of teaching more interesting for the students. Therefore, the writer suggests that the English teachers of elementary school use language games to motivate the students to learn the language and to reinforce the lesson that have been explained.
2. The teacher should choose the structure games in accordance with the students' level and age; otherwise, the game would be too difficult for the students and as a consequence, they would not learn anything.
3. The teacher should be able to control the class, eventhough the students are having fun with the grammar games, the teacher should not lose the control on the students.
3. The teacher can give a structure test after the students do the structure games in order to check their understanding and mastery about the grammar items explained before

### 5.2.2. Suggestions For Further Research

The writer hopes that this thesis can contribute some new insights to the English teachers in the teaching of grammar. However, the writer realizes that this thesis is still far from being perfect. There are many things which need some improvements in this thesis. Therefore, this study is open to other researches. The writer would like to suggest other researchers to do a further study on this topic with: wider samples (junior and senior high school students) and a longer time for the treatments (e.g. one quarter) in order to give more complete and valid results.

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