

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

In this chapter, the writer will summarize the results of the research. The writer also would like to draw the conclusions and suggestions that might be useful for the further research.

#### **5.1 Conclusions**

In accordance to the findings in the previous chapter, it can be concluded that mnemonic technique used in the experimental group is more effective than the conventional method used in the control group. Moreover there is a significant difference between the experimental group and the control group when the research was conducted. Besides, the findings also show that most of students' skills in mastering past tense increased. Such as, it helps them remember the word changing of past tense, motivate students in learning grammar especially past tense and finding the informations of the text.

Moreover, the results of questionnaire show that mnemonic technique helped students in several terms. The details are presented below:

1. Mnemonic technique help students to remember the words by recalling the aids.

Mnemonic technique encourages students to learn more about past tense. Through mnemonic technique, students can improve their creativity to make some

aids in remembering the words, for example with acronym, acrostics and song or rhyme. When they remember the word changing of past tense, they know the formula of past tense that should be used in particular activity. Therefore, students find it easier to learn past tense based on the time of the activity happened.

2. Mnemonic technique make the students enthusiastic in learning past tense

Mnemonic is highly related to teaching technique and sequence of teaching learning process. Therefore using mnemonic technique gives the students motivation to learn past tense because they know and remember the word changing of past tense.

3. Mnemonic technique provides an interesting and enjoyable atmosphere in classroom activity.

Teaching methodology is an important factor in successful teaching and learning process. By using mnemonic technique, students got different teaching technique which is in fact more interesting and enjoyable in classroom. It influenced the students' motivation to learn past tense. Mnemonic technique can help teachers to create different atmosphere in classroom because from the beginning of the lesson, students are attracted to make group work and discuss some words of past tense and make a sentence, acronym or even song from that words. Furthermore, students will not get bored to remember the word changing of past tense. As the result they also get more comprehension about the past tense.

## 5.2 Suggestions

There are some suggestions that probably can be useful. These suggestions are divided into two main parts, namely suggestion for English teacher and suggestion for further research which has similar area with the present research.

For teachers who will teach past tense the present study suggests that teachers can use mnemonic technique as an alternative teaching method than conventional one to remember the word changing of past tense. The present study also suggests teacher to use interesting and unique formula of mnemonic because through interesting technique, students will not be bored and they are also interested to learn past tense because they know and remember the word changing of past tense. Besides, the teacher shouldn't use the same method and technique for several meeting because it make the students feel bored and lazy with the repetition.

The second one, some arrangements and improvements for further research are necessary in implementing this technique in the teaching and learning process. For presumably the upcoming researcher, it would be very excellent if mnemonic can be used in other English skills not only in mastering past tense. Besides, the further researcher will cope and investigate the mnemonic technique deeper and in longer period in order to find the better result.