

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, conclusions of the findings of this study are drawn together. Some suggestions for future research are provided.

5.1 Conclusions

This study intends to find out whether games can improve the students' grammatical accuracy in writing descriptive text. Also, the students' responses toward the use of games in improving their grammatical accuracy in writing descriptive text are investigated.

The research findings reveal that there is an improvement in the students' grammatical accuracy in writing descriptive text after the students had games. Other aspects of writing such as vocabulary, text organization, and ideas generation also enhance moderately. After the students had games in cycle 1, their accuracy in grammar and the length of writing enhance in the try-out test 2. However, after action in cycle 2 had been conducted, some grammatical errors increase because of new writing topic and limited time. Nonetheless, more than 80% of all students, which are 88% of all students can gain grammatical accuracy in level 3 (*good to average*) and 4 (*excellent to very good*).

The students also show some positive responses toward games as teaching technique in improving their grammatical accuracy. They admit that games are fun for them. The fun and relax atmosphere that games bring to the class have reduced the students' anxiety toward grammar and grammar learning. As the result, the students are not reluctant anymore to actively participate in the game activities, whether in groups or pairs, or when they work individually. Therefore, their grammatical accuracy in writing descriptive texts improve. Even though the students agree that games are full of joy and excitement, but they decide not to have games all the time.

This study finds that the weaknesses of games appear in the class. Noise and lack of discipline are the risks of games that are realized during the lessons.

Long activities span, which is due to lack of time and classroom management are also major issues in conducting games in class. These obstacles can be more complicated if they meet heavy load of curriculum.

5.2 Suggestions

By considering the findings of this study that have been articulated earlier, several suggestions are provided. This is an effort to provide some options of solutions to tackle similar situations in classroom and further to offer opportunity to conduct research that will concern different areas of this study.

There are some suggestions for teachers who employ games in teaching grammar. First, choose or create games that are suitable with the materials that are going to be delivered to students. Second, think more about how to reduce noise and chaos in classroom. One of the efforts can be grouping students in various manner, as this study has suggested. Third, find other ways how to make students obey the rule of games, since students' obedient will affect the effectiveness of the activities. Fourth, arrange the activities in a lesson well and decide the time allotment wisely in order to make efficient games. Fifth, collaborate with curriculum designers to provide place for games in the curriculum.

Some aspects that has not been covered by this study can be used as further studies. Other researchers may explore the use of games in increasing or improving other aspects of writing besides grammar.