

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

In this point, the researcher concluded this study by relating the research question answer. Here are the conclusions:

1. The researcher tried to describe the implementation of Timeline media to grammar especially in simple past tense. Then, based on the result there is significant different score between both of the experimental group and control group, the use of Timeline as media in learning grammar especially in simple past tense at eight grade of MTs Negeri Surabaya and using conventional strategy. There are two finding that support this research. The pre-test result of the experimental group revealed that the mean score was 61.8. Meanwhile, the post-test result showed that the mean score of experimental was 77.5. It means that mean score of experimental group increase about points 15.7. Thus, the students' grammar score in simple past tense of the experimental group was significantly improved. It can be concluded that timeline is effective media that can be used to learn and teach grammar especially in learning tenses.

The pre-test of the control group showed that mean score was 51.8. It was even higher 10.0 points from the experimental group. Meanwhile the mean score result for the post-test was 53.8. It was improved 2.0 points. It can be concluded that the students' grammar ability of the control class was slightly improved. The post-test result showed that the mean score of the experimental group higher than the control class. The mean score of experimental group for the post-test was 77.5 while the mean score for the control group was 53.8. The post-test score from the experimental group was higher 15.7 points than the score from the control group. It means that in teaching simple

past tense using timeline were higher than using conventional strategy.

Based on the finding of the analysis, it can be concluded that there was a significant difference in students' grammar scores between the eighth grade students of MTs Negeri 2 Surabaya who were taught by using Timeline and those who were not. The analysis showed that T – value is comparing with t- table distribution with significant 0.05 and degree of freedom 64. It was found that t-table was 2.00 while the result of t – value was 8.88. It can be seen that t-value < t table. It means that alternative hypothesis was accepted and approved or rejected the null hypothesis. Therefore, the hypothesis that “There is a significant difference in students' grammar ability in simple past tense taught by timeline and conventional technique at eight grade students of MTs Negeri 2 Surabaya” is accepted.

2. The researcher tried to find out the students' responses on using timeline media in teaching simple past tense. From the data analysis of questionnaire showed that the responses of students are very good. It showed from the difference of students' responses. The students feel more active and motivated to learn grammar. They are very enthusiastic during the process of learning ongoing. They feel confidence to give their opinion and try to answer the teacher's question. Timeline media also make the atmosphere of the class become full fun and enjoy, because the students do not focus on the text book. Timeline seems as an easy media of visual aids in English grammar learning that used to illustrate tenses and time expression and make the students understand tenses especially simple past tense easily.

B. SUGGESTION

1. For teacher

Timeline is an easy media of visual aids in English grammar learning that used to illustrate tenses and time

expression and make the students understand tenses especially simple past tense easily. Through this media, teacher can make a various model of classroom activities such as group discussion. It allowed students to draw timeline, explain in front of class and practicing what they have learned. Teacher has more time for individual tutoring, answer the problem that faced by the students and the students have more time to practice and applying what they have learned during the class time. Not only for their grammar skill but also, it will automatically improve their writing skill. Because, when they students understand about the grammar automatically they can write the paragraph with the correct grammar.

2. For other researcher

For other research can use this teaching media in different skill and location in order to strengthen the previous study. The researcher also suggest to the next researcher to make this teaching media in another skill or maybe to compare with the other skill.