CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, after finishing the research, the researcher presented the conclusions of the research to answer the statement of problem and the suggestion for the English teacher, the students, and the next researcher.

A. Conclusions

1. Tic Tac Toe game was implemented through the following steps. The procedures as follow. First, teacher divided class to be four groups. Then teacher distributed Tic Tac Toe paper (with 9 blank boxes) for groups and teacher stuck or drew Tic Tac Toe Grid on the blackboard. Tic Tac Toe grid contents of nine verb infinitives or it is combined with noun or adjective. Then teacher chose one infinitive verb on Tic Tac Toe grid and teacher asked all of group to change it to be *verb -ing*. The group could change infinitive verb firstly and accurately, they were first player. Then that group made a present continuous sentence by using verb that have been chosen complete with it's time signal. In this phase, teacher gave instruction for the students to make positive, negative or interrogative present continuous sentences. If the answer was true they could put symbol O on the Tic Tac Toe paper, and if the answer was wrong, they put symbol X on Tic Tac Toe paper. Then the turn was go on the next group. The group chose one infinitive verb on Tic Tac Toe grid and

changed it to be verb -*ing*. The group missed turn if they could not create a sentence based on the pattern of present continuous tense or their answer was wrong. Each group had to make diagonal, vertical or horizontal on Tic Tac Toe paper and each group had to block the enemy to make a row in order to be a winner.

2. The use of Tic Tac Toe game can improve students' ability on present continuous tense. It can be seen the average score and percentage of the students getting score 75 minimally and 75%, as follows:

	Preliminary	Cycle 1	Cycle 2	Cycle 3
Average	55,67	67,67	74	83,33
Percentage	16,67%	36,67%	63,33%	86,66%

The result above shows that the use of Tic Tac Toe game can help students solve their difficulties to distinguish the verb –*ing,* subject, and make sentences. The test result of the students under this research increased in every cycle.

B. **Suggestions**

After implementing Tic Tac Toe Game in improving students' ability on present continuous tense, there are several important things that can be suggested in the last report of the paper and it is hopefully can be useful for:

1. For the teacher

    a. Grammar is known as difficult subject for students. So, the teacher should make a variety in teaching and learning either media or

technique to solve the students' boredom. Tic Tac Toe game is recommended for the English teacher

b. Tic Tac Toe game is a one of media that can be applied on it. The use of Tic Tac Toe game in teaching and learning is interesting because it can attract students' interest and motivation in teaching and learning process. It makes students to be active in responding teacher or their friend.

c. Tic Tac To game can be used not only to teach present continuous tense but also simple past tense, perfect tense, spelling, etc.

2. For the students

a. Students should learn English and should not give up. Students can develop their knowledge and capability by themselves or with their partner use exercises. Studying grammar is important, in order students have comprehensible communicate.

b. Students have to brave respond the teacher or friend question. Or Ask question to teacher about the difficulties the material.

c. Students have to effort how to get understanding more about the English material in classroom or in the environment.

d. Students should not be afraid of making mistake for the arranging present continuous sentence.

3. For the next researcher

For the next researcher, the researcher has suggestion that this activity should be conducted in other school to get the wider

generalization of the result of this study. The researcher also hopes that there will be many researchers use this game with different skill, material, and participant in teaching English.

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