

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### **A. Conclusion**

Based on the results of the data collection analysis, the researcher can draw conclusions as below:

#### **1. The implementation of True and False game in English Village of Parit Baru**

The implementation of true and false games in the English Village of Parit Baru is considered successful. Although some students did not feel the effect of several aspects of the application of the true and false games, this did not affect the overall results of the application of the true and false games for some students and for all students. However, it can be used as a learning and evaluation to make better true and false game playing methods in an English Village of Parit Baru village. Applying learning methods and techniques, especially for primary school children, is not easy and requires the right method. The method used must be effective, fun and entertaining learning for students. But of course there are limitations and disadvantages that exist in this field, both big and small.

Research data shows that students enjoy teaching and learning through true and false games. They enjoy learning and they like the way their teacher teaches them. In addition, true and false games will help their understanding in learning English better. Student response data shows that true and false games are good games because they are fun and make students enjoy playing, even if learning difficulties are still present. However, this does not have a big impact on the implementation of true and false games, because the information obtained from the perspective of learning activities shows that learning through true and false games is still fun and effective. Students also actively ask questions if they do not understand something. Discussions about the implementation of true and false games in the English village of Parit Baru are essential learning

outcomes. Although some students experience the effect of applying true and false games, most of the students in Parit Baru English Village have better experience.

The percentage of successful completion of true and false games reached 86% in the English village of Parit Baru. This was inferred from the interview data and supported by the results of the survey analysis, which showed that 86% of the true-false games were successfully implemented in studi independen program in the English Village of Parit Baru. Another supporting factor is the good planning and design of the implementation of the right and wrong games in the studi independen at English Village of Parit Baru. This can be seen in the presence of lesson plans, video documentation and logbook, which are inseparable from the reflection and evaluation of the teacher and the guidance, input and guidance of the supervising lecturer to improve learning outcomes.

## **2. The effects of Implementation True and False game in Studi Independen at English Village of Parit Baru.**

The true and false game method can be implemented in teaching methods in the English community, especially in the English Village of Parit Baru in the next independent study program. Even though there are still some shortcomings and limitations, but there is still chance for developed better method by further researchers in the future, especially those who are interested in the same subject and this method of the true and false game.

This is clarified by the data from the tutor's interview, although it has only been applied a few times and the concrete value of the results such as tests cannot be obtained perfectly because of the limited implementation time, it is certain that true and false games have an effect to build student enthusiasm in teaching and learning activities. This was proven because before and after the implementation of true and false games, there was a difference in build students' enthusiasm for learning

activities, because actually learning and playing are indeed interesting things for students at the elementary school level. This research has the potential to be further developed as a classroom action research.

### **B. Suggestion**

From the results of the conclusions of this research, the researcher has several suggestions regarding the implementation true and false game in studi independen at English Village of Parit Baru. For the next participant of studi independen who are selected to carry out this program at English Village of Parit Baru especially if they want to implemented true and false game method again are recommended to prepare themselves as much as possible such as, make lesson plan carefully, make reflection and evaluation with group, have plan B or C if the situation are far from planning. Suggestion for readers, it is hoped that this research will be useful to build knowledge for readers who are interested to implementation true and false game in education unit or not such as English community and other education community. Finally , for the next or other researcher who interested in conducting this research related to this topic, the researcher hopes that it can be used as a reference with different population, characteristics and places could be implemented to show whether the same finding could be attained or not. For the other researcher can do this researcher with CAR (Classroom Action Research) format to get better findings and result about the Implementation True and False Game.