

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the data collected by the researcher, and then applying it to the implications of the implementation of the Magic Board Game (MBG) for 8th grade students at SMPN 18 Surabaya on their writing recount texts, which was conducted in an online classroom using Microsoft 365, a few conclusions and recommendations were reached. It is planned to present a summary of the findings of this research, as well as some recommendations to the readers, at the conclusion of this chapter. These recommendations are meant for a variety of audiences, including English teachers, students, and other researchers, among other individuals.

5.1 Conclusion

Based on the findings and discussions, the researcher came to some conclusions about the implications of implementing the Magic Board Game (MBG) for the 8th grade at SMPN 18 Surabaya on the students' ability to write recount texts. Observation indicated that a significant majority of students in cycle 2 performed excellently, demonstrating excitement for learning and being personally involved in the educational process, as revealed by the data examined. Several improvements in students' test scores followed the implementation of MBG, resulting in some improvements in the students' ability to write recount texts as a result of the improvements in test scores.

Two cycles were used to implement MBG. Cycle 1 activities focused on introducing the MBG strategy to students, developing their understanding of recount text and implementing the MBG strategy to construct recount text. One could argue that, despite the fact that the implementation of the Magic Board Game (MBG) strategy improved students' achievement in writing recount texts, the subsequent cycle was required because the first cycle's implementation of the MBG strategy had to meet the research's minimum standard of success, as evidenced by the number of students who were able to pass the test based on the success criteria (52.50%). The writing skill of students, on the other hand, obtained a mean score of 74.33, with the lowest score being 60 and the highest score being 80; the lowest score was 60 and the highest score was 80; Despite the fact that students' recount text writing skills improved significantly when compared to the pre-test results, the mean score increased from 66.43 to 74.33; the highest score was 78 in the pre-test and 80 in the cycle 1 test, and the lowest scores were 50 (pre-test) and 60 (cycle 1 test). This time period saw a considerable increase in the number of students who passed the exam, rising from six to twenty-one. One may argue that as a result of the increase, the total number of students grew by 15 students (37.50%). Completing cycle 2 after MBG was implemented led to an increase in student scores, which in turn resulted in an improvement in students' ability to produce recount texts. It was determined that after the test's result known, it was discovered that the mean score for cycle 2 was 80. By comparing these results, it can be noticed that the lowest and highest scores are 72 and 86 points,

respectively. It was as a result that the percentage of students who passed the second cycle of testing increased substantially. Students passed the test in 82.50 percent of passing rate. When the students achieved the success threshold of ≥ 76 on the Minimum Mastery Criteria (KKM) agreed upon at SMPN 18 in Surabaya in the academic year 2020/2021, the research could be considered complete.

5.2 Suggestion

The researcher would like to make some recommendations at the conclusion of this chapter, which she believes will be valuable to those who read it. She would want to focus her recommendations to:

5.2.1 The English Teachers

It is strongly recommended that teachers develop an approach as an input to improve their teaching strategies, particularly in writing instruction, by presenting a variety of strategies to be fully prepared to teach students who learn in a variety of ways, such as the implementation of a magic board game (MBG) as an effective approach to be done. It is important to provide the magic board game approach with the opportunity to experience and apply various learning tactics. Consequently, the implementation of a magic board game will aid them in better understanding and will allow them to be more effective in preparation for uncovering students' abilities during learning activities at school, which will be more effective.

The English teacher should be more creative when choosing written activities. Teachers should be aware of what students need to develop the writing skills of students, which are perhaps missing. It is also recommended that, if they intend to implement MBG, they take into consideration the existing class experience to manage the class properly. To improve the students' excitement for writing, instructional materials and pictures should also be taken into consideration as a communication medium.

5.2.2 Students

The results of the research are likely to motivate students to improve their abilities to write texts. In addition, the teacher implementation of the study can help students write recount texts so that their ability to write is better. The students should practice their recount text to build and improve the recount text. Where the text in writing is very important to attain written achievement. For the benefit and improvement of student writing skills, it is suggested that they should: (1) follow the instruction of the teacher in an obedient but critical way when they are taught how to build texts; (2) More exercise and reading will help them to sharpen their ways of thinking, to develop their written skills.

5.2.3 Other Researchers

Further researches are strongly advised to perform and to assure comparable study and provide a new viewpoint on the precise model of a magic board game for increasing student achievement in writing as the outcome of this research. This research enables other researchers to gather more deeply comprehend data that can alter in the normal learning process and the usage of a magic board game can increase students' ability to develop more effective written activities.