

## **CHAPTER V**

### **CLOSURE**

#### **A. Conclusions**

After an extensive review and examination in the previous chapter, the researcher provides a comprehensive overview of the discussion's outcomes derived from the problem statement. These findings summarize the core insights extracted from the thorough exploration and analysis conducted. They are described as follows:

##### **1. The process of developing the game**

The development process of an educational game designed to teach and reinforce the simple present tense. The development process of the product in this research followed the ADDIE model. The first stage involved analyzing the need for a media tool to teach the simple present tense. This analysis was conducted by interviewing the teacher to gather data. The needs analysis revealed that the teacher required a media tool to make teaching the simple present tense more engaging for her students. She wanted to enhance her teaching methods to better align with her students' interests, preferring a media tool that incorporated fun learning activities. The goal was to boost her students' motivation and improve their understanding of the simple present tense through practice. The second stage was designing the product based on the needs analysis results. Following that, the third stage involved developing the game with

guidance from experts. Experts evaluated the game and deemed it feasible for implementation based on their assessments. The next stage was implementing the product, with the teacher using it to teach the simple present tense to her students. The game proved to be very effective, as it significantly improved students' motivation and understanding of the simple present tense through practice. The final stage was the evaluation of the product. Feedback from experts during the development stage and the teacher during the implementation stage provided valuable insights for the researcher to further improve the product.

## **2. The teacher's impression of the game**

The teacher had a very positive impression of the developed game. She provided detailed feedback, stating that the game was extremely helpful for teaching the simple present tense. She noted that it engaged the students effectively and made the learning process more interactive and enjoyable. Additionally, she expressed her hope for the development of more such learning media in the future. She emphasized the importance of innovative educational tools in enhancing the teaching experience and improving student understanding of grammar concepts.

Moreover, this product has proven to be feasible and effective in teaching the simple present tense. It motivates students and enhances their understanding through practice within the game. This research has improved the methods of teaching and learning the simple present tense.

## **B. Suggestions**

In addition to the aforementioned research findings, the researcher has offered the following suggestions for further exploration:

1. For English Teachers:

Teachers can utilize this research product as a potential tool for teaching the simple present tense. Additionally, it can serve as inspiration for teachers to innovate other teaching media.

2. For students:

Students can utilize the game for learning simple present tense. Additionally, it can support their independent learning.

3. For other researchers:

This study provides researchers with a chance to explore diverse topics and use it as a benchmark. It delineates the stages involved in developing a game for teaching the simple present tense, presenting an opportunity for further improvement by other researchers. Consequently, this could result in additional advantages for teachers and students through the innovation of learning media.