

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

This chapter explains the conclusion, implications, and suggestions.

A. Conclusion

This study found that MSAL is an effective learning strategy for improving students' mastery of English Past Tenses. It showed revealed a statistically significant difference between the students' pre-test and post-test scores after the implementation of MSAL. The mean score increased from 44.96 ($M = 44.96$, $SD = 18.97$) in the pretest to 77.50 ($M = 77.50$, $SD = 17.58$) in the posttest. A paired-samples t-test showed a statistically significant difference between the pretest and posttest scores, $t(27) = -9.14$, $p < .001$. The effect size was large, with Cohen's $d = 1.73$, indicating a substantial difference in students' scores. In addition, the mean normalized gain was .60, which was classified as moderate. All of them, provided strong evidence that an improvement in students' mastery of the English Past Tenses was observed after the implementation of MSAL. However, because this study used a one-group pre-test and post-test design without a control group, the improvement cannot be explained only by MSAL. Other factors, such as students' learning experiences, motivation, classroom participation, and attendance, may also have affected the results.

The questionnaire results showed that the students gave positive responses to the implementation of MSAL. Most students said that the mnemonic song helped them remember grammar patterns more easily, increased their motivation to learn,

and made the classroom more enjoyable. These findings show that the students accepted MSAL well and had positive learning experiences during the lessons.

This study also has some limitations. First, it used a pre-experimental one-group pre-test and post-test design, so it cannot fully prove that MSAL alone caused the improvement in students' learning. Second, the study involved only one class with a small number of students, so the results cannot be generalized to all students. Third, not all students attended every learning session, and differences in attendance and classroom participation may have affected the learning outcomes. Therefore, future researchers are encouraged to use experimental or quasi-experimental designs with a control group, involve larger and more diverse samples, and include a delayed post-test to more accurately examine both the effectiveness and the long-term effects of MSAL.

B. Implication

This study provides some pedagogical implication. First, since the findings showed that students' memory plays an important role in learning tenses. Teachers are encouraged to use mnemonic strategies, such as MSAL, in their teaching. Second, teachers are also encouraged to create a positive and enjoyable learning environment where students can learn grammar through songs. Third, teachers are supported to use activities that promote active participation, such as singing mnemonic songs repeatedly and completing grammar exercises based on the songs.

In conclusion, MSAL helped students understand and remember English Past Tenses more easily. Therefore, teachers are suggested to combine grammar

lessons with mnemonic song-based activities to make learning more enjoyable and improve students' motivation and mastery of English Past Tenses.

C. Suggestion

1. Suggestion for Students

Students are recommended to use songs and mnemonic techniques to help them remember grammar patterns more easily. They can also practice English Past Tenses through singing, repeating the song, and completing grammar exercises. These activities can make learning more enjoyable and help students stay motivated when learning difficult grammar materials.

2. Suggestions for English Teachers

English teachers are advised to use teaching methods that help students understand and remember grammar rules more easily, such as MSAL. Teachers can use songs that are related to the lesson, encourage students to sing together, and create a more interesting and enjoyable classroom environment. They should also provide regular feedback to help students improve their understanding. These activities can make grammar learning easier, increase student participation, and make the learning process more enjoyable.

3. Suggestions for Future Researchers

This study used a pre-experimental one-group pre-test and post-test design, so it did not include a control group. Because of this, the improvement in the students' scores cannot be explained only by the use of MSAL. Other factors, such as students' natural learning progress or becoming more familiar with the

test after taking the pretest, may also have influenced the results. Therefore, future researchers are suggested to use a true-experimental or quasi-experimental design with a control group. This will make it possible to compare MSAL with a conventional teaching method and provide stronger evidence about its effectiveness.