

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Introduction

This chapter provides important points of the study. The various findings of the research are drawn together, and some theoretical as well as practical implications of these findings are suggested.

5.2 Conclusion

There are some conclusions that can be drawn from the research based on the result of the data and any factual conditions during teaching and learning process.

First, based on the result of the effectiveness of *M-U-F* framework, this framework did not significantly improve students' grammatical competence. Time allocation, class management and also the different teacher between experimental and control group could be causal factors related to the ineffectiveness of *M-U-F* framework. However, this framework could encourage learners to learn English grammar in meaningful and interesting ways.

Second, *M-U-F* framework is appropriate in teaching English to young learners especially in teaching grammar. It is based on the students' score in experimental group in which students achieve better score in grammar test after the treatment was given. By building the *meaning* in a context, giving opportunity for students to *use* the language,

and drawing their attention to grammatical *form*, this framework offers how to teach English especially English grammar in child-friendly way.

5.3 Suggestion

There are some suggestions that might be useful both for English teacher and for further research that is similar with the present study.

For teacher who will teach English grammar, it is suggested to build the context which is familiar with them. For example, in teaching plural and singular by using food and drink, choose kinds of food that are known by them. Based on the observation during the treatment, when teacher gave the example such as spaghetti or pancake, students were not familiar with this food. As the result, some of them did not pay attention to the teacher explanation.

In order to control the class, it is suggested to make rules first. Without rules, students cannot be controlled and the situation of the class becomes chaotic. By giving the rules, they know the consequences before doing something annoying.

For further researcher it is suggested to conduct the research in a longer time to get better result related to effectiveness of *M-U-F* framework.