

## CHAPTER 5

### CONCLUSIONS AND RECOMMENDATIONS

This chapter covers the research findings which are described in the conclusions and recommendation for further study. The explanation would be divided into two parts: the conclusion of the study and recommendation for further study.

#### 5.1 Conclusions

This study investigates the grammar teaching strategies, the problems faced by the teachers in teaching process, and the solution they made to overcome the problem. The conclusion of the study would be explained based on the research questions.

The first question of the study was about the strategy used by the teachers in teaching grammar to young learners. It covered preparing the lesson, conducting the grammar teaching, and assessing the students' learning.

The analysis of interview and observation data reveals that the teachers usually did the preparation before teaching which covered preparing the lesson plan, material, and media. In relation to preparing the lesson plan, most of the teachers rarely did the preparation because they felt that teaching had been their habitual activity so that they thought it was not important to prepare the lesson every time. It was only T6 who always did the preparation, and it was only T3 who never did the preparation because she thought that English was not the main lesson taught at the school, so it was not important to make lesson plan for English lesson. Concerning preparing the materials, all teachers always did the preparation. Regarding preparing the media, most of the teachers never did the preparation. It was only T1 and T2 who sometimes did the preparation.

In relation to the grammar teaching strategy, most of the teachers used deductive approach in which the grammatical rules were explained at first to the students, and then they were given exercises based on the lesson that had just been taught. The other methods used by the teachers were teaching grammar from examples (inductive approach), and teaching grammar through texts.

The analysis of the data from the observation and interview shows that the teachers used several types of assessment in assessing the students' learning; they are role plays, written exercises and homework, and quizzes. All the teachers gave the students written exercises, homework, and quizzes, but only T1, T2, and T6 who used role plays as the assessment.

Concerning the second research question about the problem faced by the teachers, analysis of the data from both observation and interview shows that several teachers had the problems in preparing the lesson, implementing the grammar teaching, and in assessing students' learning. In relation to the obstacles occurred when preparing the lesson, there were some reasons: having no time to make a lesson plan, having difficulty in deciding the materials, and having difficulty in preparing the material and media. In relation to the problem occurred in implementing the grammar teaching, the teacher had difficulty when they should explain the material to the slow learners. In relation to the problem occurred in assessing the students' learning, the result shows that all of the six teachers did not have any difficulty in assessing students' learning.

Responding to the third research question about the solution given by the teachers to overcome the problem, analysis of the data reveals that in solving the problem about making a lesson plan, the teachers sometimes made a lesson plan for two or three meetings, or sometimes they did not make it. In solving the problem about deciding and preparing the material, the teachers mixed the materials from several

students' books, and also discussed with other English teachers. In solving the problem about preparing the media, the teacher recycled the used paper and made it become media for teaching and learning so it would economize the fund. In solving the problem about teaching slow learners, the teachers gave additional exercises and explained the lesson more and more to the slow learners either at the time of learning or after school.

Based on the finding above, it can be said that the teachers use various strategy in planning the lesson and teaching grammar, and give various grammar practice to the students. Most of the six teachers have problem in planning the lesson, conducting the teaching grammar, and assessing the students' achievement, but they are able to solve it.

## **5.2 Recommendations**

Recommendations deal with the implications of teaching grammar at elementary schools and for further research. Based on the conclusion of the research, there are several implications that can be taken into consideration; there are grammar teaching practice at elementary schools and idea for further researches.

In term of grammar teaching practice at elementary schools, the teachers should prepare the lesson well which includes preparing the lesson plan, material, and media. Besides, in order to make the grammar teaching more interesting, the teachers should prepare the media, and also use the various methods. To know how far the students have mastered and have understood the lesson, the teachers should conduct the assessment regularly using various methods not only in the form of written exercises or tests, but also in the form of communication such as conversation or dialog, in order to make the students able to use grammatical aspects in the real-life context.

In term of idea for further research, it is recommended to conduct the research about the effectiveness of certain method in teaching grammar to young learners so that it could be conducted at the elementary schools to improve the quality of the students' English achievement. Besides, it also would be better for further research to take the sample of the research more than six schools, so that it could represent the grammar teaching to young learners in larger area.

