

CHAPTER 5

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of this study and some suggestions. The conclusion deals with the summary of this study, while the suggestions deal with input and recommendation for the next studies and others related to this study.

5.1. Conclusion

To learn English, students need to master four skills (listening, speaking, reading and writing) and language components (grammar, vocabulary, pronunciation). Yet, to be able to make use of the language well, it is important for the students to learn grammar, as it is the backbone of the language. Cannale and Swain (1980:27) state that grammar is the basis of the communicative competence. By mastering grammar, learners can learn how sentences are built and what makes sentences meaningful, clear and interesting. Without learning grammar, it will be impossible for learners to master English, as they lack of comprehension and competence to arrange sentences properly.

Nevertheless, many students consider grammar as an uninteresting and complicated lesson, with a high level of difficulty. As a result, the students' motivation to learn grammar is pretty low and they are lazy to learn grammar. Moreover, some teachers, most of the times, still use the traditional technique in teaching grammar, which make the students bored to learn grammar. The very common technique in teaching grammar is Deductive Application of Rule, where

teachers explicitly state the grammar rule and then give exercises to students to apply the rule. Although it is time saving and efficient, this technique is teacher-centred and the students are not that active during the learning process. Thus, the writer applied STAD technique in teaching grammar, where students learnt in small groups and motivated them to learn and help each other to master the material given. With this technique, the students realise that learning grammar is meaningful and fun at the same time. The students also build good relationship and positive interdependence with their friends. However, using STAD to teach grammar may be difficult at first as they may not be familiar with working together towards the same goal. Yet, after several times, the students can work together as a group to achieve the same goal. It will improve their motivation to learn grammar and consequently, improve their achievement.

This study was conducted to find out whether there is a significant difference on the mastery of degrees comparison between the 8th grade students who are taught using STAD and those taught using Deductive Application of Rule. The finding showed that STAD significantly improved the students' grammar achievement. Moreover, the grammar achievement of the students taught using STAD was higher than those taught using Deductive Application of Rule. With this research finding, the writer hopes that the teachers may consider using various techniques, such as STAD, in teaching grammar to students.

5.2. Suggestions

In line with the result of this study, the writer would like to give some recommendations which can give contribution to English teacher and further research.

5.2.1. Recommendation for English Teachers

Today's teachers are urged to be creative, as education is evolving more than before. Various techniques and methods should be applied to avoid the students' boredom. It may have been a public opinion that grammar is a difficult and boring lesson. There are lots of rules and conditions or exceptions that students need to learn and memorised. Rather than simply explaining the rules and giving exercises, the teachers need to make the students motivated and enjoy learning grammar. Teachers can apply some challenging techniques, for instance STAD or TGT, so that learning grammar is not boring anymore for students. As the students are challenged, they are also encouraged to learn as much as they can.

Moreover, most teachers in EFL settings use teacher-centred techniques in teaching English as it is effective and time saving. Yet, teachers need to manage the interactions during the lesson so that they may not hinder the students' ability in expressing their own opinions. If the teachers do not provide enough interactions for the students, the students may be afraid to speak up and not be encouraged to express themselves. Thus, teachers need to balance the interactions between teacher and students and between students and students. Communicative

techniques can also be applied to encourage the students to express their opinions and to have good communication skills, at the same time they learn language.

5.2.2. Recommendations for Further Studies

In this study, the writer compared and investigated the effect of STAD and Deductive Application of Rule in three meetings of treatments, 40 minutes each. The writer considered that this type of study needs more meetings to make sure that the students really master the degrees of comparison and also to provide a more valid data from the students. Five to six meetings may be ideal to get better results. There is also no retention test in this study. The writer suggests further studies to conduct a retention test, 2 – 3 weeks after the post test, to find out whether the students can still remember the lesson for a long time.

Moreover, this study mainly focuses on grammar. However, STAD can also be used to teach reading. Researchers can explore the effect of STAD on students' reading abilities. Further research is also needed to explore students' perception on grammar in regards to STAD and Deductive Application of Rule. The effect of STAD and Deductive Application of Rule in improving students' grammar achievement can also be explored in other various levels.

Having various limitations, the writer realises that this study is far from being perfect. Yet, the writer hopes that this study can give some contribution to teaching English, especially grammar and further studies in teaching grammar.

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