

CHAPTER V

CONCLUSION AND SUGGESTION

A conclusion of this study and some suggestions for further studies will be discussed thoroughly in this chapter. The writer summarizes all of her discussions in the previous chapters. Besides, the writer would like to give some suggestions for the English teachers and recommendation for further studies.

5.1 Conclusion

As stated before, English nowadays is learnt starting from elementary school to university. However, it is not an easy task for teachers especially Foreign English teachers to teach English to young learners especially grammar. They have to find appropriate methods, techniques or media to teach English which are in accordance to young learners' ability. One of the ways is by using Total Physical Response or TPR and Grammar Translation Method or GTM. Based on this problem and suggestion from the writer's advisors, the writer would like to make a quantitative study about the effect of TPR and GTM on the students' grammar achievement in teaching present continuous tense to the fourth grades students of elementary school. She wanted to find out whether the students taught by using TPR have higher grammar achievement than those taught by using GTM.

This study used TPR to teach the students English grammar named Present Continuous Tense. According to Asher (1977) in Linse (2006:30) TPR method has several positive aspects for instance TPR utilizes the auditory, visual, and tactile learning channels. This method admits the use physical movement and gets the students involved in the teaching learning activities. As said by Curran (1976) in Richards and

Rodgers (1981:156) he says that more involvement must be provided for the students than simply sitting in his seat and passively listening. It means that the students have to listen to the teacher's commands first while acting it out. Then, they have to demonstrate the commands given. Through demonstrating actions, children understand the meaning of language.

Meanwhile, the study also used GTM to teach the students in the control group English grammar, PCT. The teacher would teach the students PCT by explaining verbally the rules along with the examples written on the blackboard. As a consequence, the students had to memorize the pattern of PCT sentences. The students had to keep in their mind the pattern of affirmative, negative and yes/no question sentence patterns. This activity made the students feel confused and reluctant to join the teaching learning activity.

The writer in applying the treatments used the fourth grade students of SDN Sidokumpul I Gresik of the academic year 2008-2009 as her subjects. There were three classes available in that elementary school namely 4A, 4B and 4C. The writer had to count their last English test's mean score in order to know whether the three classes have similar level of competence. After the calculation and there was no significant difference level of competence, the writer made lots to decide which class became the pilot, experimental and control group.

The writer then held a try out to the students in 4B as the pilot group. The test contain 20 essay items where 10 questions of changing the verbs in brackets; 5 items of correcting or completing PCT sentences and 5 last numbers for rearranging jumbled words into good PCT sentences. After the calculation, the writer got the result that the test was reliable. It means that the writer could administer the post test to other two groups. Then, the writer could apply the post test after the students got the

treatments. It was done in order to know whether the treatments gave effect on the students' grammar achievement.

From the analysis of the findings in comparing and post test given in the experimental and control group, the writer assumed that the treatment brought improvements to the two experiment groups. The result of the post test of the experimental and control group indicated that there was a significant difference between the two groups. It also meant that the result indicated that the students who were taught by using TPR have higher grammar achievement in teaching PCT than those who were taught by using GTM.

Here, the alternative hypothesis (HA) is accepted and null hypothesis (HO) is rejected. It happened since in TPR teaching learning process, the students got actively involved during the activity. It also showed that the teaching PCT by using GTM in a long verbal explanation along with the examples written on the black board made the students had to memorize the patterns. They often felt confused the explanation and became reluctant to the teaching learning activity.

5.2 Suggestion for the English Teachers

This study is intended to give some contributions to the English teachers. Teaching English to young learners is not an easy task to do. The English teachers not only teach the students language skills but also language components especially grammar. The writer, in this study, has already explained about the effect of TPR and GTM to the students' grammar achievement in teaching Present Continuous Tense.

To improve the students' grammar mastery especially Present Continuous Tense, the teacher should use TPR method through commands to direct behaviors. It is because first, PCT is used to describe something that happening around the time of speaking. This can be taught

by using TPR since the students do the action and the meaning of the commands describe what they are doing at the time of speaking or ongoing activity. Consequently, the students not only know the meaning but also they know the pattern since the teacher repeat the commands, the sentences and the actions for several times.

If the students already understand the meaning of the commands, the sentences and the actions, the teacher should give other interesting commands. The teachers can also combine the commands given and ask the students to practice in quick pace. It is in order to avoid monotonous activity. Besides, the teacher can ask the students to make their own new commands.

For the next research, the treatments should be done more than three times and explained in detailed so that it will give more clearly information. The instructions also should be clear so that the classroom activity will not be chaotic. Besides, 3 questions of changing the verbs in the brackets in the research instrument (Post test) for the interrogative sentences should be revised based on the suggestions. The questions should be in the form:

2. The boy (kick) the ball at this time?

.....

6. They (sing) a song right now?

.....

8. We (eat) pizza at this time?

.....

Above all, the writer hopes that the suggestions will be useful to motivate the teachers and the students as well in learning English grammar, Present Continuous Tense so that the learning outcomes can be achieved.

5.3 Recommendation for Further Studies

For further research, the writer wants to share her experiences related to the weakness found in this study. The instrument used in this study was one kind, only essay test items. It would be better if the next research uses multiple choice questions. Besides, the instruction of the test should be clear. In this study, the writer did not give instructions clearly. For further research, there should be a sign such as + is for affirmative sentence; - is for negative sentences; the last is question mark (?) for the yes/no questions. The marks should be written in the answer part. Many students made mistakes in changing the verbs in the brackets and correcting the PCT sentences because they did not catch the meaning of the instruction clearly.

This study was done in a limited time right after the students finished their final odd semester test. The writer only had five days before they got their academic record so that the writer could apply three treatments only. Besides, during the experiment, some students could not follow the treatments regularly and the post test. It happened since some of them had to take a remedial test. For further study, it would be better to have more than three treatments so that the results can be better too.

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