

## **CHAPTER 5**

### **CONCLUSION AND SUGGESTIONS**

This chapter presents conclusion and some suggestions. Conclusion deals with the summary of what has been presented in this thesis, while the suggestions deal with inputs or recommendations.

#### **5.1 Conclusion**

Grammar is really important for the students in learning English. By knowing grammar, we can learn how sentences are built, the types of words and word groups that make up sentences. It also helps us understand what makes sentences and paragraphs clear, interesting, and precise.

However, many students consider that grammar is very uninteresting because grammar is really difficult and complicated to be learnt. As a result, their motivation of learning grammar is very low and it makes them lazy to learn more about grammar. That is why the writer applied STAD technique in teaching grammar. Noornia (2003) states that STAD technique is the most popular technique of Cooperative learning approach and it has been applied many times by some teachers. The basic idea of STAD technique is how to motivate the students in group so they can encourage and help each other to master the material given, and also make the students realize that studying grammar is important, meaningful, and fun.

However, using STAD technique may be difficult at first. It requires some initial thought and some persistence to succeed. Often, the students may not be familiar with working together to reach the goal.

Fortunately, if STAD technique process can be done with the right way and appropriate with the situation and students' condition, it will improve the students' motivation to learn about grammar more and get the higher scores. With STAD technique, they can work together as a group to achieve a common goal, exchange information, reinforce each other, give feedback, and be responsible for their answer to their group.

This study was conducted to determine whether the 8<sup>th</sup> grade students who are taught grammar (Simple Past Tense) using STAD technique show significantly better grammar achievement than those who are taught using Group work technique. The finding of the study showed that the students taught using STAD technique have a significantly better grammar achievement than those taught using group work technique. The finding also showed STAD technique could help students in improving their grammar achievement so that this research finding may become the teacher's consideration in teaching grammar to the students.

## **5.2 Suggestions**

Based on the result of this study, the writer would like to give some suggestions which can give contribution to teachers who will use STAD technique, English grammar teacher, and further research:

### **5.2.1 Suggestions for the teachers who will use STAD technique in teaching English**

In using STAD as the technique to teach, the teacher should be familiar with the students very well, so they know the students' characters and the level of intelligence. As a result, the teachers will have no

difficulties when they form groups comprising students with heterogeneous level of intelligence, gender, and motivation and it will be fair.

During STAD technique process, the teachers are not allowed just sit in front and watch the students doing their tasks but they should become someone who acts as a friend, as a coordinator, and an advisor in the academic tasks and in the physiological and cognitive development of the students (Cowe, Smith, and Lawer (1994) as cited in Liang, 2002).

Sometimes the teachers may worry that some groups have finished before others, the teachers can ask them to do their homework or study for the next lesson. They also can help the other groups who have not finished yet or compare answers with the other groups who have finished.

Furthermore, to keep students' friendship (beside their teammates in groups), it is better that five or six weeks after applying STAD, the teacher arrange the students and put them into new groups. It will give an opportunity to the students to work together with their other friends and it also keeps the classroom condition fresh.

### **5.2.2 Suggestions for English Grammar Teacher**

In this era, education is developing more than before which means more methods and techniques can be applied in teaching especially in language teaching. That is why, the teacher must be creative. The teacher should not teach with the technique that only centered on the teacher. It causes the students can not express their own opinion. Those creative techniques actually can be applied to various lessons but this study only focused in English.

There are four language skills (listening, speaking, reading, and writing) and three language components (grammar, vocabulary and pronunciation) and those creative techniques can be covered all of those mentioned above in teaching and learning activity.

Grammar is always considered as the most boring and difficult lesson. It happens because of two factors. First is about the material. Grammar is really complicated. There are a lot of rules, formulas and conditions to apply and to make it worse it should be memorized by the students. Second is about the grammar teaching method. The grammar is always taught with extremely conservative way and it never changes. The way to teach it is always the same. The teacher writes a lot of rules, formulas and condition then the teacher have a lot of exercises given to the students and it always done by the teachers from the elementary school until Senior High School. In order to make the grammar teaching become really interesting and memorable to the students, we can apply interesting and challenging techniques such as STAD or TGT techniques. Through those techniques the students do not only learn and work on the exercises. They give challenges to the students to learn and finish the exercise given to them through competition. People like challenges and it will encourage them to learn as much as they can and finish the exercise as well as they can.

### **5.2.3 Suggestions for Further Research**

For further research on the teaching learning activities there are three pieces of suggestion that the writer can suggest:

First, it is about mastering the technique. If researchers want to do research in a specific technique of teaching, they should make sure that he/she thoroughly masters the technique to apply in the research.

Second, it is related to the period of experiment. Because the writer did not have much time to do the experiment, the writer only gave the treatment for only three meetings, 80 minutes each. The writer felt that she needed more time in teaching. Therefore, the writer suggested to the future researchers to do it more than three times. It can be around five up to six times, then they will get the better result.

Third, it is about the researchers' knowledge. They have to know their student's characteristics and the class condition very well especially in making heterogeneous group in order that the research could form the group fairly. They may also give the expected result.

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