

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

This chapter consists of two parts. The first part, the writer draws the conclusion of her study, and the second part, she gives some suggestions for English teachers and for further study.

## **5.1 Conclusion**

The discussion in the previous chapter states that in learning English, one needs to master four language skills (listening, speaking, reading, and writing) and three language components (vocabulary, grammar, and pronunciation). Grammar plays such an important role that the students have to master it in order to acquire the target language. However, many students, who at first have good intention in learning grammar, lose their interest after they find out that learning English grammar is quite difficult (Sidharta, 2002). Therefore, it is the teacher's duty to find ways to reinforce the students to learn grammar. One of the ways the teachers capable to do is to vary the method used in teaching it. When the writer was in her High School, the teacher used to use the deductive method where the grammar patterns were directly presented to the students, and they had to memorize those grammar patterns. It was very difficult for some of the students to memorize the grammar patterns. However, teaching grammar by using Inductive method through reading passages can be used to overcome the students' difficulties in learning grammar.

This study was intended to investigate whether the inductive teaching of grammar through reading passages to the eighth grade students yielded significantly different result compared to the deductive teaching of it. From the result of the research shown in Chapter IV, it was found out that the  $\tau$ -obtained of the second, the third and the fourth test was greater than the  $\tau$ -table. Hence, it is concluded that the inductive teaching of grammar through reading passages to the eighth grade students yielded significantly better result compared to the deductive teaching of it.

## **5.2 Suggestions**

In this study, the writer would like to give some suggestions for the English teachers and also some suggestions for further study.

### **5.2.1 Suggestions for English Teachers**

The writer would like to give some following suggestions to the English teachers especially in teaching grammar to the students.

1. The teacher should vary the method used in teaching grammar to avoid the students' boredom. Some teachers used to use the deductive method in teaching grammar. He can vary his teaching by using the inductive method so that the students will not be bored when they learn new grammar patterns.
2. The teacher should be creative in teaching grammar so that the students do not have any difficulties in memorizing the grammar patterns. The teacher can use reading passages to make the students interested with the lesson, and they are able to memorize the grammar patterns easier.
3. The reading passages from which the students have to derive the grammatical patterns should be interesting to them as to avoid boredom and increase their motivation and attention. For example, the teacher can use bibliographies of popular actors or actresses when he wants to explain the Simple Past Tense. The students might be interested to read it. The teacher can search on the Internet to obtain the passages.

### **5.2.2 Suggestions for Further Study**

In this study, the writer used the materials which were on the eighth grade textbook of Junior High School. One of the materials had once been given to the students from both groups by using deductive approach when they were on the seventh grade. Therefore, the writer suggests the future researchers to make sure that the materials which are going to be used are the ones that the students have never been given before on the seventh grade.

The writer wants to say that this thesis is far from being perfect. The writer hopes that there will be similar studies through quantitative research to ensure whether the inductive teaching grammar would yield significantly different result compared to the deductive teaching of it with other grammatical items and other reinforcement such as games, pictures, etc. In order to further investigate the effect of both treatments, the deductive and the inductive one, the writer suggests that the future researchers allocate the same time interval, especially not within one day, between the teaching and the testing. In addition, the writer would like to suggest the future researches who conduct the treatment and the testing within one day to give the final test to both groups after all the treatments done.

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