CHAPTER 5

CONCLUSION AND SUGGESTION

In this chapter, the writer discusses two things: summary and conclusion, and some suggestions. Conclusion deals with the writer's summary of what she has done in this study, while the suggestions deal with inputs or recommendations for further researchers.

5.1 Summary and Conclusion

The discussion in the previous chapters stated that grammar is one of the language components that play a very important role in learning a language. Therefore it is taught in nearly every school. Since grammar also plays a very important role in the English Language Teaching and Learning, the students of English Department who are trained to be high school teachers must master grammar really well so that they can give the examples of English use to the students and deliver the English lessons well. However, evidence shows that the students' result in Structure classes at English Department of Widya Mandala University is not really satisfying. One of the reasons is because, even the independent study is given larger portion in the credits to ensure students' success in taking the classes, most of them are reluctant to do it. To provide resources for the students to do the assignments and independent study, the English Department has established Self-Access Center. However, the students often sometimes found themselves 'lost' in the 'forest' of SAC since there are thousand materials there and they do not know where to go or what to do first. Pathway is a tool for the students to guide and direct the students to learn autonomously at SAC so they can improve their Grammar ability.

The study was conducted to investigate whether the use of pathway can give a significant difference of grammar achievement between the ones who use pathway to learn English at the SAC and those who don't. The subjects of the study were the two IC classes: IC D and IC B.

From the result of the research the writer concluded that there is no significant difference between the students who learn at the SAC using pathway and those who don't. This result might be caused by some reasons, such as: the allocated time for the students to do the pathway which were only a month and the students' degrees of autonomy which were not very high.

Since the students' gave positive responds toward the use of pathway, the writer concluded that the students enjoyed doing pathway ay the SAC. They learnt how to learn autonomously, how to make a plan to reach the goal of their study, how to find the materials which suitable for them: the whole process of their autonomy learning using pathway, for the writer, is the most important part.

After finding out that there is a low relationship between students' responds toward the use of pathway and their grammar achievement, the writer will try to state some possible shortcomings during the study that caused the low relationship:

1. The students tend to fill the best answers because they are afraid to be known that they are not independent / autonomous in their learning. In fact their autonomy learning degree of the students was not quite high.

2. The allocated time to do the pathways for the students was short. They were given only a month to do the pathways activity. So, only two pathways were analyzed by the writer.

3.   The limited number of subjects.

5.2 Suggestions

Based on the result of the study the writer would like to give some suggestions which can give contributions for the English Teacher and further study.

5.2.1   Suggestions for Language Teachers

There are some suggestions that the writer would like to give to the English teachers, especially in teaching grammar.

1.   Since pathway is a new thing for the students, before asking them to do the pathway activity, the teachers have to explain how to do the pathway clearly and give the clear example of it. Otherwise the students will get confused and reluctant to do the activity.

2.   Since pathway relates to the autonomous learning, before asking students to do the pathway, it is better for the teachers to motivate and explain the students the use and how to use pathway. The teachers can show them the power of learning that the students actually have and also the benefits that the students will get if they do the pathway. Otherwise they would only do it without any clear goal or motivation.

3.   Although the pathway is done beyond the classroom hours, the teachers still have the role to guide and encourage them by checking their pathway's development once in a while in the classroom and discuss it together.

5.2.2   Suggestion for Further Study

Based on the results of this study, the writer gives suggestions for further study on the same topic as follows:

1. This study covers the analysis of the effects of pathway on the students' grammar achievement. The writer expects that there will be other studies about the same topic but for other aspects of the English language, namely: vocabulary and the four language skills.

2. This study involves a limited number of subjects. The writer hopes that further studies will include a bigger number of subjects to represent the students of the English Department.

3. In this study, the writer analyzed only two pathways. The writer suggests the next researchers of the same topic to use more students' pathways; so that, more detailed processes of learning at the SAC can be analyzed, and as such, the result of the studies can give more contributions, for the improvement of the SAC.

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