

ABSTRACT

Fadhilah, Hanina Nur (2024). English Teachers' Implicit Grammar Teaching Strategies for Young Learners: A Narrative Inquiry.

This study explores implicit grammar teaching strategies for young learners, focusing on the teachers' experiences in designing and implementing the activities. The primary aim of this research is to investigate how English teachers design and implement implicit grammar teaching activities for young learners.

Utilizing a qualitative approach with a narrative inquiry design, data were collected through interviews and classroom observations in a primary school in Bandung, which were also supported by document analysis. This methodology allowed for an in-depth exploration of the implicit grammar teaching processes and their effectiveness.

Findings indicate that the teachers' strategies in designing and implementing implicit grammar activities promoted the natural acquisition of grammatical structures through innovative approaches such as play-based learning, communicative learning, the use of multimedia, scaffolding, and interactive and meaningful activities. Those strategies were found to be particularly effective in conducting implicit grammar teaching for young learners.

The study concludes that implicit grammar teaching strategies foster natural language acquisition and align well with the holistic development goals of young learner education, offering valuable implications for teaching practices and educational policy. Therefore, teachers should design activities that integrate grammar into meaningful tasks to help students internalize rules naturally. Future researchers should conduct longitudinal studies comparing the retention of grammar learned implicitly versus explicitly.

Keywords: Implicit Grammar, English for Young Learner, Teaching Strategies