

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter will elaborate on the general conclusion regarding the previous chapter that was narrated by the participants and re-narrated by the researcher. Then through this chapter, the researcher also provides summarized suggestions about implicit grammar teaching strategies in English for young learners.

A. Conclusions

This study sheds light on how an English for Young Learners (EYL) teacher approaches the design and implementation of implicit grammar teaching activities for young learners through meaningful context and communicative activities.

First, the research reveals that the EYL teacher meticulously designs these activities by embedding grammar instruction within meaningful and contextually relevant themes that connect with the students' everyday experiences. By choosing themes that are relatable to the children's lives, he ensures that grammatical structures are introduced in familiar contexts, making them more accessible and understandable. The design process also incorporates multimedia tools and scaffolding techniques to enhance comprehension and engagement, ensuring that learning objectives are clear and achievable.

Second, when it comes to implementation, the EYL teacher fosters a supportive and interactive classroom environment. His teaching method involves revisiting prior knowledge through visual aids and questions, reinforcing students' understanding in a natural context. To maintain high engagement levels, he employs various interactive methods such as peer questioning, the use of flashcards, and multimedia resources. His systematic approach includes providing necessary scaffolding and gradually increasing task complexity, which helps students build confidence and autonomy in using the target language structures.

B. Suggestions

Teaching grammar to young learners (EYL) requires innovative approaches that move beyond traditional methods. With a focus on making learning both meaningful and enjoyable, educators are increasingly exploring strategies that

integrate grammar instruction into everyday contexts. This shift towards implicit teaching methods is driven by the desire to create a more natural and engaging learning environment, one that mirrors how children acquire their first language. To advance this approach, consider the following suggestions:

1. For Teachers: To effectively integrate implicit grammar teaching, teachers should design activities that seamlessly incorporate grammar into meaningful tasks. By doing so, grammar learning becomes a natural part of communication, helping students to internalize rules without the need for explicit instruction.
2. For Future Researchers: Future research should focus on conducting longitudinal studies comparing the long-term retention and practical usage of grammar learned through implicit versus explicit teaching methods in EYL settings. Such studies should assess not only immediate learning outcomes but also how well students retain and apply grammatical knowledge over time.

