

CHAPTER V

CONCLUSIONS AND SUGGESTION

This chapter presents: (1) conclusions, and (2) suggestions based on the findings of the study.

5.1 Conclusions

From this study, there some information that had been collected from the fifth semester student teachers of English Education Study Program of State Islamic University of Raden Fatah Palembang on grammatical awareness using the Andrews theory (1999). Based on the findings and discussion of the study, it could be concluded that:

First, the fifth semester student teachers of English Education Study Program of State Islamic University of Raden Fatah Palembang contributed four types of grammatical awareness, namely:

- (1) Metalanguage recognition
- (2) Metalanguage production
- (3) Correct errors
- (4) Explain grammatical rules

In metalanguage recognition, the student teachers got a mean score was 21.35. It was followed by metalanguage production, the student teachers got a mean score was 6.02. Then, identify and correct errors, the student teachers got a mean score was 8.26. The last, explain grammatical rules, the student teachers a mean score was 5.66. Thus, Metalanguage recognition proved to be the easiest part for the student teachers followed by error correction and metalanguage production, while rules and explanations proved to be the most difficult part for the student

teachers. Then, this study also revealed that student teachers' grammatical awareness as moderate level. It proved by the majority of the participants (72%) was in the range score 31–50.

Second, this study was conducted to find out student teachers' perception towards grammatical awareness. After collecting data, from the first part found that student teachers aware of the importance of understanding of English grammar. Although the study also showed that the student teachers faced the difficulties in understanding of English grammar. Then, student teachers thought that they have sufficiently proficient in English grammatically. The second part discussed was about aspects of English grammar which pose difficulties to student teachers, which the easiest and the difficulties. The study found that the student teachers claimed that metalanguage production part as the easiest while the rules and explanation part as the most difficult. The third finding was about the possible causes of student teachers of English grammar difficulties were student teachers felt do not understand about the meaning and use of the grammar rules such as tenses as a major factor for their lack.

5.2 Suggestions

From the findings of the study, the following recommendations are made: The general findings in the study demonstrated that student teachers scored poorly in the rules and explanation part (type 4 of grammatical awareness). Student teachers point out that they did not master the grammar rules regarding tenses. The results in the present study suggested that more efforts need to be made at teacher training institutions to promote grammatical awareness among aspiring teachers. It was also important for the lecturer to apply appropriate techniques in

teaching grammar towards students in the classroom. This technique can help to improve student teachers grammatical awareness in order that the student teachers can reach good grammatical achievement and have good grammatical competence.

Furthermore, since the study cover only student teachers' grammatical awareness and perception towards grammatical awareness. Future studies should consider needs analysis in order to measure aspects that need such as the aspect of rules and explanation (type 4 of grammatical awareness) be emphasized to enhance English student teachers' grammatical awareness. Second, this study only investigated the fifth semesters so further research can add the various levels of the participants to get more information about student teachers grammatical awareness.