CHAPTER V
CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Based on the result of the research, some conclusions can be drawn as follows:

1. There is a significant difference in grammar mastery of writing between students taught using Audiolingual Method and students taught using Task-Based Learning to the seventh grade students of a Public Junior High School in Boyolali in the academic year of 2016/2017.

2. Audiolingual Method is more effective to teach grammar of writing than Task-Based Learning to seventh grade students of a Public Junior High School in Boyolali in the academic year of 2016/2017.

B. Implication

The result of the research showed that Audiolingual Method brings a significant difference in grammar mastery of writing than Task-Based Learning. It means that Audiolingual Method is more effective to be applied in teaching English grammar. The selection of Audiolingual Method is reasonable because the use of Audiolingual Method leads the students to build habit formation in memorizing English sentence structure by drilling which can make the students avoid mistakes in producing sentence. As stated by Richard and Rodger (2001:57), foreign language learning is basically a process of a mechanical habit formation. When the students are stimulated in producing correct structure of foreign language, they can minimize the mistake so that they directly have better grammar mastery. Furthermore, Freeman (2000:37) in Setiawan (2011) stated the Audiolingual Method drills students in the use of grammatical sentence pattern. Moreover, the study on Effectiveness of Oral Drill in Teaching Grammar conducted by Prahlad Chandra Lamsal (2011) revealed that the conclusion of this
study the drill as the main technique of the Audiolingual Method is relatively more effective than conventional way of teaching. The research concluded that using drill as the main technique of the Audiolingual Method for the purpose of teaching grammar has positive effect.

In teaching grammar of writing to junior high school students, the teacher had better teach the students using Audiolingual Method by considering the steps as follows:

1. Students first hear a model dialogue containing the key structures that are the focus of the lesson. They repeat each line of the dialogue, individually and in chorus. The teacher pays attention to pronunciation, intonation, and fluency. Correction of mistakes of pronunciation or grammar is direct and immediate. The dialogue is memorized gradually, line by line. The dialogue is read aloud in chorus, one half saying one speaker’s part and the other half responding. The students do not consult their book throughout this phase.

2. The dialogue is adapted to the students’ interest or situation, through changing certain key words or phrases. This is acted out by the students.

3. Certain key structures from the dialogue are selected and used as the basis for pattern drills of different kinds. These are first practiced in chorus and then individually. Some grammatical explanation may be offered at this point, but this is kept to an absolute minimum.

4. The students may refer to their textbook, and follow-up reading, writing, or vocabulary activities based on the dialogue may be introduced.

5. Follow-up activities may take place in the language laboratory, where further dialogue and drill work is carried out.
C. Suggestion

Related to the result of the study that there is a significant difference in the students’ grammar mastery of writing between the students taught using Audiolingual Method and those taught using Task-Based Learning have better grammar mastery, the writer would like to give suggestion as follows:

1. To the English Teacher
   
   Since the result of this research shows that Audiolingual Method is better than Task-Based Learning for teaching grammar mastery of writing, it is recommended for teacher to use Audiolingual Method as a method to teach English grammar.

2. To the Students
   
   The students should be active in teaching and learning process and do more practices in the class. The students should improve their grammar mastery by memorizing the formula of the sentence pattern continuously. The students should be more creative to make a grammatically correct and meaningful sentence.

3. To the Other Researchers
   
   The writer is aware that his research is not the end of the problem being studied. The result of the study merely confirms the hypothesis; it does not prove that something is absolutely true all the time. For further research, the writer hopes that other researchers will make such improvement by trying to use this topic with different subject of research.