ADLN - PERPUSTAKAAN UNIVERSITAS AIRLANGGA

TEACHING GRAMMAR USING SONGS AND GAMES TO THE FIFTH YEAR STUDENTS OF SDN DR SOETOMO VII SURABAYA

A Report

By :

Irene Budi Prastiwi
St. N. 120010013-G

D3 ENGLISH
FACULTY OF LETTERS
AIRLANGGA UNIVERSITY
2003

ADLN - PERPUSTAKAAN UNIVERSITAS AIRLANGGA

TEACHING GRAMMAR USING SONGS AND GAMES TO THE FIFTH YEAR STUDENTS OF SDN DR SOETOMO VII SURABAYA

A Report

Submitted as partial fulfillment of the requirements for the Diploma Degree of the D3 English, Faculty of Letters, Airlangga University, Surabaya

By:

Irene Budi Prastiwi
St. N. 120010013-G

D3 ENGLISH

FACULTY OF LETTERS

AIRLANGGA UNIVERSITY

2003

ADLN - PERPUSTAKAAN UNIVERSITAS AIRLANGGA

CHAPTER IV

CONCLUSIONS AND SUGGESTION

A. Conclusions

Grammar has a nasty reputation for being boring and difficult. It needn't be. It is just one of language aspects. The teaching of grammar can be supported effectively by using songs and games. Activities that integrate resources – such as songs and games – and techniques have made the 5th grade of elementary school students at SDN Dr. Soetomo VII not only interested but also involved in grammar teaching.

Since teaching is a developing art, which requires innovative and creative ideas to enhance its effectiveness, we must not hesitate to use songs and games in our classrooms. These resources can facilitate our teaching of grammar while providing a lively atmosphere and encouraging students.

These activities are learner-centered. We allow our students to have a greater involvement by using the activities. They can express themselves and enjoy themselves during learning. It should also be kept in mind that these resources entail the activation of both left and right hemispheres. Though our students may forget what they've learnt, they can recall their memory for future use.

By using songs and games for teaching grammar, it not only arouses students' interest and motivation but also generates a great students' involvement in English classroom.

SKRIPSI TEACHING GRAMMAR Irene Budi Prastiwi

But, whatever we do, language stays difficult and time stays short. Swan (2001) says, "Getting students more interested and involved in their grammar learning will not magically make them fluent." However, it will certainly help and expose young learners to learn more English, more effectively, and more pleasingly.

B. Suggestion

- The teacher has to make a well preparation before carrying out the activities using songs and games.
- The teacher also has to give clear explanation about the rules and procedures of the games.
- The games are not recommended to be applied too often. Granting too many games to students will make them only enjoy playing and disregard the essential of learning.
- The teacher has to time his/her lesson. Don't let one activity consume other activity's time.
- The teacher needn't be aggravated when a student gets a structure wrong from previous lesson. Our students learn for communication, not perfection.
- The writer agrees with Nunan as cited by Corbett (2000) who states, "As our learners learn, we need to remind ourselves they do not need to learn something perfectly but numerous things simultaneously."