

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

This chapter consists of Conclusion and Recommendation. Conclusion contains the explanation of the findings of the study while Recommendation includes insight for English teachers and further researchers.

5.1 Conclusion

As has been discussed earlier, the aim of this study is to examine whether *Little Red Riding Hood* story, written by Gaby Goldsack, is appropriate to be used as a teaching material for teaching Simple Present Tense and Simple Past Tense to sixth graders. Firstly, the study is designed to examine whether Simple Present and Simple Past are dominant in Gaby Goldsack's *Little Red Riding Hood* to be used to teach sixth graders. Secondly, the writer creates the lesson plans which can be used by the teacher to teach Simple Present Tense and Simple Past Tense to sixth graders by using the story.

The findings show that there are 74 verbs in Simple Past Tense, 16 verbs in Simple Present Tense, two verbs in Present Continuous Tense, one verb in Present Perfect Tense and one verb in Simple Future Tense. The findings reveal that Simple Present Tense and Simple Past Tense are the dominant tenses in Gaby

Goldsack's *Little Red Riding Hood*. Therefore, the writer considers this story book suitable to be used to teach Simple Present and Simple Past Tenses, specifically for sixth graders. Moreover, the writer has prepared three lesson plans that use two techniques (implicit, simple and meaningful context) to teach Simple Present Tense and Simple Past Tense to sixth graders. Several studies mentioned in Chapter Two have revealed that the three aforementioned techniques can help young learners to improve their grammar, especially Simple Present Tense and Simple Past Tense, in an interesting and understandable way.

5.2 Recommendation

As Ellis and Brewster (2014, p. 6) state, a story book can be a good medium to teach Simple Present Tense and Simple Past Tense to young learners; furthermore, the implementation of storytelling in teaching English grammar is highly recommended, especially for sixth graders.

Although a story book can be a good media to teach English grammar to young learners, techniques also play an important role in supporting the teaching and learning to become more interesting. There are three reasons behind the use of a story book to teach Simple Present Tense and Simple Past Tense to sixth graders. First, it is not easy to teach grammar explicitly to young children. Second, young learners have a short attention span; therefore, games, songs or a drama are necessary to be used in teaching English grammar to defeat boredom. Third, young learners love to do activities more than only listening to the teacher's explanation. Therefore, the writer recommends that English teachers use

a story book such as *Little Red Riding Hood* written by Gaby Goldsack to introduce Simple Present Tense and Simple Past Tense to young learners. Teachers are recommended to combine the storytelling with several interesting activities such as games, songs, or a drama. The writer also suggests that the teacher should find other story books with educational contents and word level suitable for the target students.

Further researcher are highly recommended to do studies with a similar topic but with different research designs, such as action research or experimental research, to support the use of a story book for teaching grammar to young learners.

