

## **CHAPTER V**

### **CONCLUSION**

Young learners' characteristics has contributed another needs to the learners beside their need as language learner. Their characteristics are very different from adult or the other level of learner above them. Young learners are seemed to have special needs in learning language. Especially in learning grammar, certain techniques need to make it interesting and easily understood. It is because young learners are believed difficult in understanding abstract ideas such as grammar.

The students' questionnaire revealed that they did not know yet about what grammar is. Moreover, some students admitted that grammar is difficult to be memorized. Whereas, grammatical structure can be taught in interesting ways so that they can grasp without having to memorized the rules. In order to make it interesting, the structure are taught thematically and integrated with songs, stories, or games.

Because it is fully used throughout the teaching and learning activities as in SD Budi Mulia where this study conducted, choosing the appropriate textbook is important. The teacher merely used this book even though believing some parts need to be developed. One of those parts is language focus, explanation and exercises involving more in grammatical structure. The teacher should not change the book otherwise she can find any additional learning materials.

In choosing or developing learning materials, a need analysis considered important as the first step. Thus this study proposed a need analysis of the fourth graders needs on supplementary grammar materials. The information gathered in the fourth graders context were situation need or learning process regarding the characteristics as young learners, and language needs or linguistic content regarding the language component considered most important fo them.

The result of this study of the need analysis in helping design supplementary grammar materials, the end users include: curriculum officer who may wish to use informatien to evaluate the adequacy of existing curriculum, syllabus, and material; teachers who will teach from the materials; students who will learn from the materials; and writers who are preparing new materials. More analysis and research will be needed to further understand what is implied by each needs before it can be usefully applied in program planning.