

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the findings and discussions of the study, conclusions are drawn as follows.

1. The teachers did not teach simple past tense sentences in the way that Dave Willis (2009) proposed. The teachers have their own ways of teaching simple past tense sentence. To tell the objective of the teaching, the teachers ask the students to make sentences related to their past experiences, to enable the students to recognize the system of simple past (*system building*) was done by giving correction and feedback to the sentences the students made, and to enable the students to make their own simple past tense sentences (*exploration*) was done by assigning the students to tell their past experiences. This lead to the conclusion that teacher practiced the teaching of simple past tense which is not based on the theory of learning as Dave Willis (2009) proposed.
2. There are three reasons why they taught simple past tense the way they did, namely (1) telling the objective of the teaching is more effective when it is done by having the students to make sentences based on their experiences, (2) direct correction and direct feedback are the most effective to teach the students about the system or rules of simple past tense, and (3) direct assignment of telling the students to tell their past experiences are believed to be the effective way of enabling the students to

make simple past tenses. This leads to the conclusion that personal instincts, not sentence structure theory learning that govern them in doing the teaching.

5.2 Suggestions

Based on the findings and conclusions above, the following suggestions are proposed for English teachers, students, and future researchers:

1. For English Teachers

Teachers are encouraged to balance explicit explanation and discovery-based learning. While direct correction ensures clarity, providing opportunities for students to observe patterns and make hypotheses can promote deeper grammatical understanding. Teachers should provide varied authentic examples and guide students to analyze them before production tasks. This approach can strengthen students' awareness of sentence structures in context. Integrating communicative tasks such as storytelling, peer feedback, and sentence reconstruction activities can enhance students' engagement and retention of grammatical forms.

2. For Students

Students should actively participate in exploring grammar by noticing how sentences are formed in examples and applying them in their own writing. They are encouraged to reflect on feedback from teachers and peers, and to practice rewriting sentences to improve grammatical accuracy.

3. For Future Researchers

Future studies may investigate students' perceptions of these teaching ways to understand how they respond to explicit correction, translation, and communicative writing activities. Further research can also compare different text genres (such as narrative or descriptive) to examine whether teachers apply similar or distinct strategies in teaching sentence structure. It is also recommended to explore classroom-based experiments that integrate Willis's grammar teaching framework more fully, to evaluate its practical effectiveness in Indonesian EFL contexts.

