

Chapter 5

CONCLUSION AND SUGGESTION

In this chapter, the writer delivered the conclusion of his study and also the suggestions that might be useful for the English teachers and the students.

5.1 Conclusion

The study was conducted to analyze the application of the English Tenses knowledge through the informative speech. The writer took the students of English Education Study Program of Widya Mandala Catholic University Surabaya belonging to the academic year of 2015-2016 as the subjects of the study. Therefore, the writer took a recording of the students' presentation of informative speech that they made in the Mid-Term Test to support the result of the writer's study.

There are two research problems which become the basics of conducting this research. The first research problem is what tenses are used in the informative speech of the English Department students and the second one is what types of errors are in informative speech of the English Department students.

Referring to the first research problem, the result of the research shows that most of the students used Simple Present Tense when delivering their informative speech with the total sentence of 1,639 followed by Present Continuous Tense with the total sentence of 72, Present Perfect Tense with the total sentence of 40, and Present Perfect Continuous Tense with the total sentence of 4.

Referring to the second result problem, after conducting the research the writer found out that the ability of the students of mastering English Present Tenses was quite good. The charts given in the chapter 4 already explained that students were able to use Present Tense correctly, although the percentage of the errors was not the lowest. At least, the percentage of errors on Simple Present Tense was under 10%.

The table of the percentage of errors in the chapter IV on page 27 showed that the highest percentage of errors was Present Continuous Tense 36% (26 out of total 72), then followed by

Present Perfect Tense 25% (10 out of total 40), Simple Present Tense 9% (156 out of total 1,639), and Present Perfect Continuous Tense with no errors.

The percentage of the errors proved that the students have a good knowledge about present perfect continuous tense because they could use it well. Meanwhile, the students have a lack of knowledge in the present continuous tense and present perfect tense. Both of the tenses were having large number of errors. So, the writer assumed that the interference of mother language or mother tongue, the Indonesian language, has a strong influence for the students in the process of learning and mastering both of the tenses that they have learned. For example, when the students built the Present Continuous Tense, the students have difficulty in distinguishing between 'is' and 'are' after the nouns. They could apply the Present Continuous Tense rule but not in the correct one. The students tended to use the wrong form of *to be* after noun. For example, the student put 'are' after the noun 'person' (*see appendix on page 43, student 2*).

In most cases, the students had about 23 difficulties in using the wrong *to be* in the sentence. Therefore, the writer suggested the teacher can solve the problem by giving the explicit and implicit corrective feedback about Tenses especially on Present Continuous Tense and Present Perfect Tense to the students. In other words, explicit learning is where the teacher clearly explains the materials of learning to the student and gives many exercises in order to build the students' concept about English Tenses. Meanwhile, implicit learning is where the teacher does not need to give very deep explanations to the students, but the teachers needs to simply present the information or problem to the student and allows the student to make their own conclusions and create their own concept of English Tenses.

5.2 Suggestion

5.2.1 Suggestion for Teachers

1. The teacher should be able to give the students more exercises in using the Present Continuous and Present Perfect Tense in spoken language. It can be done by drilling or directly speak to the students using both of the tenses.
2. The teachers can re-explain the material of Present Continuous Tense and Present Perfect Tense to the students who have certain grammatical difficulties for several times until the students comprehend the use and the pattern of the tenses.

5.2.2 Suggestions for Students

Concerning that the students still committed errors on the use of tenses, the writer would like to suggest several ways to help and support them in the process of mastering the tenses.

1. The students should have a concept that grammar regarding tenses, between English and Indonesian is different. Students have to recognize the English tenses by practicing a lot in order to sharpen the memory.
2. The students do not only have to learn more about the form of regular and irregular verbs, but they should also understand how to use regular and irregular verb in the sentence. It can be done by a lot of practices.
3. The students have to be brave and active to ask questions about the tenses to the teacher in the teaching learning process.

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