

## **CHAPTER V**

### **CONCLUSION**

#### **5.1 Conclusion**

Grammar is one of the language components that are very important in acquiring a language. Grammar, is, in fact, needed in order to be able to listen, speak, read, and write English discourse. However, tenses, part of Grammar is not easy for the learners to master. This study shows that many of the EESP students make errors in Present Perfect Tense and Present Perfect Continuous Tense. Interview adopting Think-aloud Protocols is a helpful method in gaining access to one's mind and in analyzing the process. In this way, the real causes of errors can be revealed. Thus, it will help teachers find effective remedial action and better teaching strategies.

Thirty subjects participated in this study. These subjects were given a set of grammar English tense, consisting of Present Perfect Tense and Present Perfect Continuous Tense. After doing the test, the subjects were asked to reflect to their thinking process when they did the test and to verbalize the thoughts on the wrong numbers only. Afterwards, short optional interview was also conducted to clarify their answers and to reveal some strategies which could not be obtained from the Interview Protocols activities.

The result of the subjects' analyzed data shows that most of the subjects' errors are related to problem caused by incorrect use or concept of both Present Perfect Tense and Present Perfect Continuous Tense. The problems related to the

incorrect concept of Present Perfect Continuous Tense occurred because the subjects possessed insufficient knowledge of the tenses. When they were given English test items, they had the tendencies to choose other tenses, which mean that they could not differentiate the Present Perfect Tense and Present Perfect Continuous Tense with other tenses. Most of the subjects were confused with the limitation of perfective state.

Regarding to the problem related to context, the subjects were more concerned with the time frame of the previous or the next sentences so they used the same time frame regardless to the timeline of the sentences context. Some of them also used their own background knowledge of the situation and applied the tenses according to their own understanding.

Problems related to the time signal were caused by the subjects' belief that some time signals exclusively belong to certain tenses, for instance 'last year' only indicates Simple Past Tense. Thus, when they saw 'last year' in a sentence, they just applied Simple Past Tense directly without further consideration. Meanwhile, the problems related to the verb form occurred because the subjects possessed insufficient knowledge of the verb form. Mostly, the cases happen when the subjects thought that the past form of the verb was the past participle form although they actually knew that the particular tense and the particular verb must be used.

Problems with the tense pattern happened because the subjects were confused with the positive form of the verb although they knew the time frame and the aspect of an action. Miscellaneous problems, one of which is problem

related to carelessness occurred when the subjects were in a hurry when they did the test and skipped or wrote the wrong verb. Minor problems, such as cheating, happened when the subjects assumed that the answers of the smarter friends were more appropriate than their own answers.

Furthermore, the Interview adopting Think-Aloud protocols method conducted also reveals that the subjects make more mistakes in the Present Perfect Tense than in the Present Perfect Continuous Tense.

## **5.2 Suggestions**

Having concluded and summarized the study, the writer would like to give the followings suggestions. The suggestions that she would give related to the teaching and learning process of Grammar at the English Department of the Faculty of Teacher Training and Education WMCUS. The suggestions are classified into four categories; Suggestions to overcome problems in applying Present Perfect Tense and Present Perfect Continuous Tense, Suggestions to the Grammar/Structure lecturers, the EESP students and the next researchers.

### **5.2.1 Suggestions to overcome Problems in Applying Present Perfect Tense and Present Perfect Continuous Tense**

This study reveals that the problems in applying Present Perfect Tense and Present Perfect Continuous are related to several causes. Therefore, the writer gives suggestions as follows:

1. Problems related to incorrect use or concept: according to the subjects' protocols, it is acknowledged that the problems occur because they have insufficient knowledge of the tenses, so when the tenses are contrasted to each others, they cannot differentiate its use. It might happen because they are often taught about tenses not in the correct context or merely just in a form of abundant exercises without discussion about its context. For instance, students cannot differentiate and fully understand the difference between "Tom has painted the room" and "Tom has been painting the room" if the teachers do not explain clearly with pictures, illustration or graphics. It means that to overcome this problem, each test item must be meaningful so that it will not create dull exercises.
2. Problems related to the sentence context: students should read all of the sentences carefully because sometimes hints or clues are placed not in the main sentence.
3. Problems caused by miscellaneous problems: students should take time to read because solving problems in a rush will do no good as they will tend to make mistakes. At the other hand, teachers should make sure that the time allocation is enough.
4. Problems related to the time signal: teachers should emphasize that time signal should not be the only hint for students to solve tenses test items. Time signal, itself, should be introduced in wide variety; they can be in a single word, phrase or clauses.

5. Problems related to the verb form: drilling can be a good method to teach verb forms to students. However, this should also be put in practices.
6. Problems related to the tense pattern: although some practitioners claim that teaching grammar should not focus on form. However, if students are not taught about form and pattern, they cannot make the correct sentences.

### **5.2.2 Suggestions to the Grammar/Structure teachers**

In teaching English Grammar, especially English Tenses, requires teachers' capability to teach interestingly and meaningfully. To be specified, here are the suggestions for the English Grammar teachers:

1. Teachers should use time sequence explanation. For instance, teachers may draw graphics or time line to illustrate the time sequences of tenses. Some students may not be able to vividly imagine the time sequence of an event. Graphics may help students in imagining and understanding the focus of an action.
2. Teachers should provide students not only with many but also meaningful exercises. The exercises must convey context and meaning. It would be better, if the exercises make use of daily life situations so that the students can remember about them. Instead of giving exercises in the form of sentences only, teachers should also give them in a form of paragraph or an interesting story.
3. Teachers should communicate with the students in the correct Grammar and ask them to respond back in the correct Grammar as well. Although it

is hard at first, teachers should ask them to do it as a habit. To avoid fossilization, teachers are advised to correct the students' grammar patiently. An abrupt correction will do no good because the students will get bored and feel criticized.

### **5.2.3 Suggestions to the Students of EESP**

Teaching and Learning resembles a take and give. Although the teachers try their best so that students can master English Grammar properly, it will be of no use if the students do not put equal effort. The following suggestions are especially addressed to the students:

- 1 EESP students should make use of tenses in their daily conversation.

Instead of giving remarks and comments in broken English, it is better for the students to speak in full English sentence; so they can realize and correct their own mistakes. If the students speak English in phrases only, they will have the tendencies not to use the correct Grammar because the grammar is not used. As practices will always make perfect, the more the students practice their English, the better their English will be.

- 2 EESP students should do a lot of practices inside and outside the classes.

Doing exercises, nowadays, do not happen in classes only. Students can practice English from the simplest thing such as re-read a billboard up to look for an English Exercise book via internet.

- 3 EESP students should practice English in daily basis.

Ten minutes a day is always better than one hour a week. By practicing oral and written English in daily basis, students can practice English more and make them fluent in it. In addition, it makes them get used to it and regard it as habit.

If these suggestions are carried out accordingly, the writer believes that it will improve the mastery of the students' English Grammar.

#### **5.2.4 Suggestions to the Next Researchers**

The study on 'Problems in Applying Present Perfect Tense and Present Perfect Continuous Tense Faced by the Students of the English Education Study Program as Shown by Their Interview Protocols' only focuses on the active and positive sentences. It rarely touches the negative, interrogative, WH-questions and Passive sentences. The next researchers are expected to conduct thorough investigation upon the negative and interrogative sentences, WH-questions and Passive sentences because some subjects in this study also have problems with the pattern of the sentences and often use interrogative sentences instead of the positive one. Furthermore, some subjects also have the tendencies to use past participle form instead of gerund form in Present Perfect Continuous Tense. Therefore, it is essential to conduct further researches upon the mentioned fields. As the test items in the form of sentences may not give enough contexts for the subjects which can be seen from their misinterpretation of the sentence context, the writer also suggests that the future researches make use of test items in the form of paragraph or passages.

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