

## **Chapter V**

### **CONCLUSION**

#### **5.1 Conclusion**

The study is conducted with thirty subjects of EESP students who have passed Structure classes. The study investigates the problems in applying Simple Present Tense and Present Continuous Tense by using Interview Protocols. Interview Protocols is an approach to know what happen in the mind as the subjects verbalize their thought. The interview conducted in this study is one way to observe and analyze what is happening in the mind of the students who have made the errors. The researcher is able to know the mental process which happens when the subjects committed the errors in the test. This study concerns not only with the product but also with the process of the learning of the English Tenses. Therefore, by having the result of this research, the writer will give clearer ideas of why an error is made. For the teachers, the result of this study is expected to give useful insight of how better teaching-learning programs can be prepared. For the students, the result of the study is expected to give suggestions on better ways to learn English Tenses, so that they do not have to repeat making the same errors in the future.

The interview conducted shows that the Simple Present Tense and the Present Continuous Tense are not very easy to master. The students' mastery of Simple Present Tense is 73.33%.and 47.41% for Present Continuous Tense. Considering the length of time the students have been dealing with the Simple Present Tense

and Present Continuous Tense, the students' mastery of the Tenses above was supposed to be higher.

In the study, thirty subjects are asked to do the experimental tasks in a set of grammar test in English Tenses to reflect their ability in mastering the tenses and then verbalize their thought. Along this process, an interview has been conducted as the instruments of this study. The researcher has done private interviews with the subjects to get a clear explanation of what happened in their mind when they were answering the test. The interview shows how the errors were made and what causes them. The interview provides an explanation on the subjects' weakness while facing the item even when the subject were facing deadlock.

From the interview recorded, the researcher was able to gather the data and classify the errors carefully. Some students during the interview explained that they have a problem with the use or concept of the Present Continuous Tense especially the usage in expressing complaints. They obviously do not know the correct use of Present Continuous Tense in this particular case. Having the interview done, the researcher found that some students are not well taught about it and some others are not aware when dealing it in a context.

Having conducted this study, the researcher comes to a conclusion that the students mostly have problems with the incorrect use or concept and the sentence context in Simple Present Tense. For part one which is sentence application item, the students mostly find difficulty when dealing with the time signal and context of the sentence. Most students reckoned that some time signals exclusively belong to particular tenses. For part two which is error identification and correction item,

the students face miscellaneous problems which mostly caused by their carelessness when answering the items as they can easily give correction during the interview session

Another conclusion made for Present Continuous Tense shows that students mostly meet problem when dealing with the use or concept of the Tenses both in part one and part two. This happens due to low understanding of the students in differentiating the use of Simple Present Tense and Present Continuous Tense.

Even though that Simple Present Tense and Present Continuous Tense are reckoned to be the basic tenses which are often used in the daily activities, it appears that these two tenses are not easy for the students to master. From the analysis of the data, it is revealed that the Present Continuous Tense is harder than the Simple Present Tense.

The findings of the study show that the greatest number of errors committed in both the Simple Present Tense and the Present Continuous Tense is related to the problems caused by the use/concept. It is found that the students can clearly mention the form of the tenses easily but they had problem when they have to use it in a context. Furthermore, though these two tenses are familiar with the students but they appear to have a minor understanding on the usage of these two tenses. This problem may also cause difficulty in understanding the other tenses.

## **5.2 Suggestions**

Having concluded and summarized the study, the researcher would like to give some suggestions in relation to the teaching of grammar or structure at the EESP of the Faculty of Teacher Training and Education. The suggestions are directed to the Grammar teachers, the students of the EESP, and also to the next researchers.

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

There are a lot of rules in English grammar that need to be memorized by the students. Spending so much time discussing the theory of some grammar will, somehow, not be effective. A good overall suggestion is to make the work fun. Of course, this idea can be varied depending on the grammatical concept to introduce. To put into account that learning cannot always be fun and entertaining. Students need to realize that sometimes, learning is simply learning, acquiring and applying useful knowledge. For this reason, here are some suggestions for the Grammar/Structure teachers:

- It will be nice to use timeline media or time diagrams to provide explanations about English tenses, especially in describing several events which happen at different time.
- Teacher should give a lot of exercises in context concerning the English tenses, so that the students are able to internalize the uses of the tenses better (“practice makes perfect”). This will also make them able to see how these tenses are used for communicative purposes.

- It will be best to encourage the students to use the English tenses more often for communicative purposes both in oral or written task.
- Teacher should put into account that error correction is important. One way is to figure the most common errors made by the students throughout their exercises and give remedy as soon as possible. Emphasize the explanations during the remedy session.
- Another idea is to give the students “extraordinary” materials to make learning process more entertaining than before. Use simple text or dialogue and ask them to analyze the tenses used. Teacher could start with simple text then go deeper with longer script if possible. In a text or story the tenses used are various, based on the context. This will make the students accustomed with the tenses used.

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

Students also play a big role in the teaching and learning process. The step to master English Tenses will come closer when the students practice, practice, and practice them. Here are some suggestions for the students to come closer to their goal, English Tenses mastery:

- EESP students should practice the English Tenses again and again. A grammatical item will be more successfully mastered by repeating it again and again. It means that practicing 15 minutes over four days is better than by an hour's practice on a single day. Repetition is indeed fruitful to produce better mastery.

- EESP students should apply the English tenses in meaningful communication. Communication here can be oral or written. Students should be willing to explore the language by applying what they have learned meaningfully. Their products will serve as the output, which will reinforce their mastery and provide them with corrective feedback if they make mistakes.
- EESP students should do a lot of independent study at the Self-Access Centre, where there are a lot of exercises in English grammar. They can do the exercises in English tenses, and check their own answers with the answer key provided. When they are in doubt about a certain grammatical item, they can consult the lecturers or SAC counselors, who are always ready to help them.
- Besides doing a lot of independent study at the Self-Access Center, the students are encouraged to browse some materials in some websites such as, [www.englishpage.com](http://www.englishpage.com), [www.english-the-easy-way.com](http://www.english-the-easy-way.com), and [www.englishclub.com](http://www.englishclub.com) or they can even simply Google them with certain keywords, such as “English grammar” or sort.

### **5.2.3 Suggestions to the Next Researchers**

The study on ‘Problems in Applying the Simple Present Tense and Present Continuous Tense Faced by the Students of the English Education Study Program as Shown by Their Interview Protocols’ focuses on the active voice of the two tenses. It does not touch upon the passive voice of the English tenses. The next researchers, therefore, are expected to continue the study with the passive voice of the English tenses. In addition, the study of word order in the English sentence

patterns, especially negative forms, interrogative forms, and wh-questions need to be discussed more elaborately so that a more comprehensive result can be obtained.

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