

Chapter Five

Conclusion and Recommendation

This chapter provides two major parts namely, conclusion and recommendation of this research. Besides, the researcher summarizes the research including background of the research, aim of the research, and also the result of the research. Then, the researcher proposes some suggestions after conducting this research.

Conclusion

The reason for the researcher to choose the errors analysis in the use of tenses made by the students in speaking as a topic to be researched was because sometimes the students made the errors in speaking. Besides, as non-native speakers, having lack of speaking components was also the problem that students still made the errors in speaking especially in the use of tenses. In addition, the differences between the use of time signal in Indonesian language and English were different from which the errors might occur in speaking. Regarding to the use of tenses, in Indonesian language the verb did not change when using time signal, but in English, if the time signal changed, the verb changed also followed the use of time signal. Hence, the researcher wanted to know and find out the error types in the use of tenses made by the students in speaking at LTC of UMY. Besides, the purpose of this research was to investigate the errors in the use of tenses made by the students in speaking at LTC of UMY.

The findings of this research had answered the research question about the types of error in the use of tenses made by the students at LTC UMY in speaking.

The result of error analysis in the use of tenses in speaking in this research was classified into two types. The first type was the error of tense types, and error classification was the second type. The error of tense types was classified into eight categories. Likewise, the error of tense types in speaking occurred in problem in the use of simple present tense, problem in the use of simple future tense, problem in the use present continuous tense, problem in the use of present perfect tense, problem in the use of simple past tense, problem in the use past perfect tense, problem in the use present perfect continuous tense, and problem in the use of future continuous tense.

In addition, in the use of tense in speaking, errors of simple present tense were the most common errors which the students made in speaking based on the findings. Besides, the error in present perfect continuous tense and future continuous tense were considered as the least error occurred in speaking because from those two tenses, the error was only found in one sentence. However, in the error of tense types, the types of error existed in verb, auxiliary verb, overgeneralization, and derivation in the use of tenses in speaking.

Additionally, in error classification, the errors were categorized into four error classifications which occurred in speaking made by the students IPIREL. Those errors were found in omission, addition, misformation, and misordering. Regarding the findings, the error of misformation sentences were the most common errors which the students made in speaking. Besides, the errors took the part to be the least since only two sentences occurred in speaking. Furthermore, in error classification, the types of error were occurred in verb, auxiliary verb, overgeneralization, and derivation.

Therefore, the errors in the use of tenses in speaking made by the students at LTC of UMY had been in line with the findings in this research.

Recommendation

Regarding the findings of this research, there are some suggestions for the researcher, teachers, students, stakeholders, and other researchers.

For teachers. Based on the result of this research, the teachers can know the errors in the use of tenses in speaking made by the students and can be a reflection for them in teaching tenses. Besides, the researcher recommends the teachers to emphasize in teaching tenses in attractive ways in order to make the students interested in learning tenses. Also, the researcher suggests the teachers to explain more about the use of tenses including the use of time signals that affect the change of verb. The teacher should teach and explain more about the use of simple present in order to make the students understand to apply it in speaking context. Furthermore, the teachers should give the correction when the students make the errors in the use of tenses in speaking. Therefore, by knowing the findings, the teachers should give the students more exposure on the use of tenses in speaking and give various techniques in teaching tenses in order to encourage the students in mastering speaking component, tense.

For students. The researcher recommends all students who want to achieve English proficiency in speaking should know English component such as mastering tenses. Besides, mastering tenses can ease the students to produce English since it is one of the ways to improve speaking skill comprehensively. In addition, when the students have already understood speaking components especially tenses, they can

create correct sentences contextually. Revealed from the use of tenses, the errors in the use of tenses for speaking will be frequently decreased. Then, the students have to understand tenses usage as speaking component to avoid from the errors in speaking.

For the institution. Based on the research findings, the researcher recommends all stakeholders to take additional information from this research in order to renew the program, syllabus, or curriculum to teach tenses in teaching and learning process. Besides, learning tenses is a significant aspect in speaking component to achieve the accuracy so that tenses should be taught. Also, from the result of this research, the stakeholders can create the interesting module text which can be easily understood by the students. Hence, the stakeholders should know the problems faced by the students in learning tenses regarding to create the program, syllabus or curriculum, and module text.

For other researchers. Regarding the findings of this research, other researchers finally know the errors which frequently occur in the use of tenses in speaking made by the students. In addition, other researchers may use this research dealing with the error analysis in the use of tenses in speaking in future research. Moreover, the other researchers hopefully find out more detail information and expand toward the errors in the use of tenses in speaking. Therefore, the researcher also recommends for other researchers to start working on other topics dealing with tenses like the factors of learning tenses in speaking in order to know how the errors in the use of tenses in speaking occur.