

Chapter Five

Conclusion and Recommendations

In this chapter, the researcher presented the conclusion of the research and the recommendations.

Conclusion

The researcher summarized the types of error commonly made by the students in the use of passive voice and the types of error commonly made by the students in the use of passive voice in each tense, such as simple present tense, present continuous tense, present perfect tense, simple past tense, past continuous tense, past perfect tense, simple future tense (including 'be going to' form), and modals. In the end of the summary, the researcher gave an additional summary of the rank of tense which had the highest to the lowest one.

The researcher concluded from the highest to the lowest frequency and the percentage of the errors commonly made by the student of English Education Department of UMY batch 2012, they were from **Be** (182 errors from 667 total of errors or **27,29%**), **Omission** (164 errors from 667 total of errors or **24,59%**), **V3** (97 errors from 667 total of errors or **14,54%**), **By Phrase** (82 errors from 667 total of errors or **12,29%**), **Addition** (67 errors from 667 total of errors or **10,04%**), **Singular - Plural** (41 errors from 667 total of errors or **6,15%**), and the lowest one was **Subject - Object** (34 errors from 667 total of errors or **5,10%**). Interestingly, in error **Be** is the common error among five tenses, they were Present Continuous Tense, Present Perfect Tense, Simple Past Tense, Past Continuous Tense, and Past Perfect Tense; and **Omission** is the second common

error in Simple Present Tense, Simple Future (including 'be going to' form), and Modals Verb.

The errors commonly made by the students of English Education Department at UMY batch 2012 in the use of passive voice in each tense from the highest frequency and percentage of errors started from **Simple Present Tense** with the highest error was **Omission** with **30** errors from **119** total errors or **25,21%**. The **Present Continuous Tense** had the highest error in **Be** with **24** errors from **76** total errors or **31,58%**. The **Present Perfect Tense** had the highest error in **Be** with **16** errors from **37** total errors or **43,24%**. The **Simple Past Tense** had the highest error in **Be** with **52** errors from **159** total errors or **32,70%**. The **Past Continuous Tense** had the highest error in **Be** with **21** errors from **67** total errors or **31,34%**. The **Past Perfect Tense** had the highest error in **Be** with **21** errors from **45** total errors or **46,67%**. The **Present Future Tense (including 'Be Going To' form)** had the highest error in **Omission** with **24** error from **79** total errors or **30,38%** and finally the last was **Modals** which had the highest error in **Omission** with **25** errors from **85** total errors or **29,41%**.

The researcher concluded the percentage of the total errors each tense from the highest to the lowest one by the total average, they were from **Simple Past Tense** which had the highest percentage with the error average **26,5** from **5** questions or **15,33% errors**. In the second rank was **Simple Future Tense (including 'be going to' form)** with the error average **26,3** from **3** questions or **15,23% errors**. In the third rank was **Present Continuous Tense** with the error average **25,3** from **4** questions or **14,65% errors**. In the fourth rank was **Simple**

Present Tense with the error average **23,8** from **5** questions or **13,77% errors**. In the fifth rank was **Past Continuous** with the error average **22,3** from **3** questions or **12,92% errors**. In the sixth rank was **Modals** with the error average **21,3** from **4** questions or **12,29% errors**. In the seventh rank was **Past Perfect Tense** with the error average **15,0** from **3** questions or **8,68% errors**. In the eighth or the lowest tense with its errors was **Present Perfect Tense** with the error average **12,3** form **3** questions or **7,13% errors**.

In accord to the final data above, it could be summarized that the errors commonly made by the respondents who had learnt subject related to grammar including passive voice in the previous semester was quite a lot. The students in the last semester should have been mastering the subject that was taken in the previous semester about grammar including passive voice, but the data showed that many of them made errors in all tenses. In accord to Richard (1985), this phenomenon was called **Intralingual Error**. This cause of error was the reflection of the broad features of rule learning, such as faulty generalization, incomplete rules, and failure to learn condition under rules apply. It meant that the cause of error commonly made by the students was **Intralingual Error** because the respondents were the students who had already learnt and mastered grammar including passive voice but many of them failed to apply. It could be seen that the respondents simply could not compare the **'Be'** used in this tense due to the respondents simply applied the other tenses formula.

Recommendations

The researcher would like to give some recommendations toward the lecturers in English Education Department regarding the errors made by the student in using passive voice for:

1. **The Lecturer.** They should give more exercises and explain deeper in using passive voice in *Capita Selecta on Grammar* subject in order to make the students more comprehend in using passive voice because English was different from Indonesian which there was no verb change in particular time. The lecturers are able to applied Shan-Ling (2012) theory in correcting error, such as the teachers correct or revise the errors, the students correct or revise the error by themselves, and the students correct or revise their errors each other. These steps are able to help the lecturers make the students get used to correct and revise their own error they have made in order to make them take place in learning process.
2. **The Students.** The students should be aware of using passive voice both in oral and writing since making error could change the meaning of what the writer wrote. In order to avoid the misunderstanding in comprehending what the writer wrote, the students should learn more about grammar especially in the use of passive voice.
3. **The Researcher.** The researcher should enhance the writing skill and moreover keeps on learning and using grammar well to motivate others.

Hopefully, by reading this research the lecturers, students, and even more the researcher have the same awareness to increase the capabilities in learning grammar, moreover for passive voice.