CHAPTER V

CONCLUTION, PEDAGOGICAL IMPLICATION AND SUGGESTION

In this chapter the writer presents the conclusion based on the result of the analysis in previous chapter. The writer also provides some suggestion for English Learner, English Teacher and other researcher.

A. Conclusion

After the writer analyzing the data, the writer arranges the conclusion based on the error utterances found in English Tutorial Program by students of civil engineering at Muhammadiyah University of Surakarta. The types of error made by students of civil engineering in English tutorial program, the writer found three kinds of error, there are: speech error, morphological error and syntactical error. Based those types of error, the writer found speech error classified into seven types: (1) filled pause, (2) repeats, (3) silent pause, (4) correction, (5) interjection, (6) stutter and slip of tongue. In pronunciation error the writer classifies into three types, namely: (1) omission of bound Morpheme [-s] as plural marker, (2) pronunciation and (3) vocabulary. Then syntactical error the writer classified into four types, there are: (1) omission of modal [will], (2) omission of preposition, (3) question construction and (4) wrong in selection.

The frequency of Errors Made by Students of Civil Engineering in English Tutorial Program, From the error utterances, the writer found 250 utterance or 81,96% of speech error, 41 utterance or 13,44% of morphological error, 12 utterances or 4,59% of syntactical error. In speech error, the writer finds 135 utterances containing filled pause or 44,26% , 60 utterances containing of repeats or about 19,67% , 25 utterances containing of silent pause or 8,19%, 19 utterances containing stutters or about 6,22%, 6 utterances containing interjection or 1,96%, 2 utterances containing of correction or about 0,65%, and 3 utterances containing slip of tongue or about 0,65%. In morphological error, the writer finds 5 utterances

containing omission of bound morpheme {-s} as plural marker or about 1,63% , 30 utterances pronunciation error or about 9,83% and 6 utterances or about 1,96% including to vocabulary error. In syntactical error, the writer found 4 utterances containing omission of modal (will) about or1,31%, 4 utterances containing omission of preposition or 1,31% ,4 utterances containing question construction or about 1,31% and 2 utterances or 0,65% containing wrong in word selection, from the frequency, the writer assumes the dominant error of this research is speech error especially filled pause.

The source of error made by students of civil engineering in English Tutorial Program, the writer also found the causes that make the utterances become error, there are: (1) cognitive reason, (2) Psychological reason and (3) social reason.

As the result, since the writer found 305 error utterances. The writer presumes that the speaker in English Tutorial Program of Muhammadiyah University of Surakarta still make a lot error in their speech. Speech error is the error the occurred often, especially filled pause.

B. Pedagogical Implication

The writer presents pedagogical implication in this part. Oral production is the process by which spoken words are selected to be produced, have their phonetics formulated and the finally are articulated by the motor system in the vocal apparatus. Oral production can be spontaneous such as when a person creates the words of a conversation, reaction such as when they name a picture or read aloud a writer word. Based on the 305 data of error utterances and findings, error is an accident in English foreign language learner that could not be avoidable when speaking. There are many source that influence the learner make error when speaks English. (1) Less ability in speaking especially speaks English. That is as a result of caused cognitive reason. (2) The learner fell nervous as a psychological reason and (3) When the learner must talk in front of their friend and automatically they feel if they have low position that their friend, they were as a social reason.

The recent research is a descriptive qualitative research that focused on one of the main characteristics of language target. To be exact, the study analysis's composition produced by students of civil engineering in English Tutorial Program at Muhammadiyah University of Surakarta. The researcher picks the compositions speaking by two groups students of civil engineering as the object of the research. Therefore, the subject of the current study is Indonesian students of English in Muhammadiyah University of Surakarta.

Error is a process in language learning. Generally, the most error made by learner is speech error. The learner must improve their knowledge of learning in speech error from zero knowledge until master. So, the appearance of error can decrease with education of error analysis.

In foreign language error analysis is an important role, because error analysis is beneficial to control an error. It is used to analyze so many error is made by the learner. The teacher must mastery the error that makes by the student.

The first implication concerns to the tutor that has role as facilitator of education in their own group. The language tutor should revise and vary the teaching method and language learning materials in order to fit the varying types of learners therefore the materials are easy to comprehend. As the learning process run, the students will commit varying errors, thus the tutor be aware and provide error correction treatment that the students would be aware of their error as well.

Second, teaching methodology would play such an important role in the second language learning. Therefore the methodology of teaching learning process should be varied to match the varying types of learners in the classroom. The proper methodology allows for active learning which involved the in the teaching and learning process as best as we could. These varied teaching methodologies will also give the students such as benefit in improving their language skills including listening, reading, writing, speaking skills.

The third implication concerns to the students as the main subject of the language teaching and learning process. The research finding will lead them to be aware of their own deviant utterance not only in speaking but also in writing. The important part is the research finding will give them tolerance on the errors committed by correct their deviant utterance gradually.

Last but far from the least, a further result of this study suggests that keeping a learning journal in English is useful for both tutor and students. To the tutor, it enables them to know the learner's language competence from the composition as well as it also enables them to understand the difficulties faced by the students in second language acquisition. Therefore the students would have a better change to improve their language skills. To the learners, it enables the, to evaluate their own competence in the teaching and learning process by understanding language target. In short, this will lead the student to do self-correcting treatment which plays a central role in second language learning process.

C. Suggestion

In this section, the researcher gives several insights which are hopefully useful for English Teacher the next researcher. However, this section is divide into two: constrain of the study and suggestion and constraint of the research finding and suggestion.

1. Constraint of the Study and Suggestion

The researcher focuses the research in particular to analyze the error in oral production reflected in composition speaking by students of civil engineering in English tutorial program at Muhammadiyah University of Surakarta. Thus, the object of the research is the compositions of Muhammadiyah University of Surakarta Students. Then, the subject of the research is student of civil engineering. The researcher is tanking 30

compositions randomly taken from two groups of English Tutorial Program as sample population.

As a result of the constraints of the study reached above, there are a number areas which need further research in the field of Error in oral production study; therefore, it is highly recommended for the next researcher to conduct futher research on other aspect of error in oral production it is also suggest to focus on the problem statements raised in the research so that the study will be well-organized and easy to comprehend. Working with detail in the analysis is possibly leading to such confusions; consequently it is important to the next researcher to deeply comprehend completely the theory of Error Analysis in Oral Production before doing analysis.

2. Constraint of the Research Finding and Suggestion

The researcher constrains he research finding in particular to analyze: 1) what the types of error, 2) What the frequency of each error 3) what the dominant of error. As a result of the constraint of the research finding reached above, it is highly suggested to the English Teacher in institution in particular to improve the students' English skills including listening, writing, reading and speaking skill by gradually innovate the teaching methodology and the language learning materials. In order to master English language skills, it is important to the teacher to gives as many practices as possible to the students and to involve the students activity during teaching and learning process and grow the students' enthusiasm in challenging themselves rather than monotonously spoon-feed them with a bulk of explanation. The teacher should also vary the learning to fit the varying types of learners in the classroom so that it is easy from them to completely internalize the materials. Finally, the most important task to do is the teacher should also be able to provide errors correcting treatment to the error committed by the students; that the students are able to be aware and reconstruct

their own deviant utterances and ultimately they would be able to increase their self-monitoring system to their own speech production.

According to the result above, the writer would like to provide some suggestion, as follows:

1. **For English Learner**

    An error is not only made by native speaker, but also made by non native speaker. Based on the finding, there are many kinds of error that made by students especially English learner. The writer expects the English Learner should try to improve their English competence which is the importance which is the most important in speaking.English Learner should try to improve their English competence which is the most important in speaking. The English Learner can practice and accustom to speak English everyday with their friend or lecturer in much condition. So, they can decrease many errors when they speak, so they can become a good speaker without an error.

2. **For English Teacher**

    The teacher can help the learner to decrease much error when they speak. The teacher can create a comfortable class, so the students can enjoy the class. The teacher can require the students to practice their spoken in the class. And the teacher can give motivation for them. The most important for teacher is the teacher must make good relationship with the students, because with good relation the student can enjoy, relax and feel comfortable when deliver their speech with the teacher.

3. **For other Researcher**

Error in oral production is to be research topic in this research. There are many shortages on this research. The writer hopes the next researcher can be better than this research. And this research becomes reference for the next researcher who takes this term.